

THE CORRELATION BETWEEN STUDENTS' LEARNING MOTIVATION AND ENGLISH LEARNING OUTCOMES

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Abstract: *Learning is crucial for personal development and shaping our lives. It involves motivation, drive, and challenges. English, that considered a foreign language in Indonesia, is often challenging for students. When facing challenges, learning motivation is crucial as the drive that keeps students to learn and develop in facing challenges in learning. Therefore, the researcher is interested in conducting research about the correlation between students' learning motivation and English learning outcomes. The study utilized a quantitative approach and correlational design to analyze the performance of 8th grade students at MTS NU TMI Pujon, focusing on two classes with 47 students as the sample. The study utilized a questionnaire to gauge students' learning motivation and mid-term English test scores for learning outcomes, and the data analyzed using Pearson's product moment correlation to understand the correlation between these factors. The result of the study found that eighth-graders at MTs NU TMI Pujon have moderate learning motivation, with an average score of 3.3464 and 78.56 learning outcomes above the passing grade. However, 21% of students received lower scores, indicating that moderate motivation doesn't guarantee success. The study also found a moderate positive correlation between learning outcomes and motivation, with a correlation coefficient of 0.643 and a significant relationship. The study recommends students prioritize self-motivation in learning, highlighting the importance of direct motivation and designing motivating environments, as well as exploring intrinsic and extrinsic motivation.*

Keywords: *Learning motivation, learning outcomes*

INTRODUCTION

Education is crucial for individual and communal life, involving factors like teacher competency, curriculum, facilities, and management. Innovation in teaching techniques and approaches aim to improve Indonesia's educational standards, ensuring strong learning motivation for students. English language is a skill that is widely offered in Indonesia and is essential for the development of human resources in many different fields. To become fluent in English, students must master four essential skills: speaking, reading, writing, and listening, each interconnected and crucial for language proficiency and challenging in their own way. In order to help individuals appreciate the importance of English for their future—even if it is now widely available everywhere and at any time—many courses have been offered to those who wish to practice the language.

There are many ways to determine individuals' skill in English, one of them is learning outcomes. Students' learning outcomes will indicate that the classroom learning process was successful. Broadly speaking, measuring the cognitive, affective, and psychological traits that

arise from learning is known as learning outcomes. It is essential to define the competences that students must acquire, based on personal experience, in order to assess these results. According to Rusmono (2017), learning outcomes are behavioral changes that take place in the cognitive, affective, and psychomotor domains of an individual. Students engage with a range of learning settings and resources to obtain these adjustments after finishing their term of study. "Learning outcomes are observable behaviors that indicate a person's potential. Moreover, according to Winkle in Purwanto (2010), learning outcomes are changes that cause humans to change their attitudes and behavior.

According to Sudjana (2009), the accomplishments are known as the learning outcomes which are fundamentally behavioural changes brought about by learning in a broader sense that includes the cognitive, emotional, and psychomotor domains. Additionally, according to Zuhro, Hamiddin, and Ni'mah (2022), learning outcomes is defined as performance outcomes that show how far a person has come toward particular objectives that were the main focus of activities in educational environments like schools, colleges, and universities. In addition, Tsania and Hamiddin (2020) stated that student learning achievement in a broader sense is the measurement of cognitive, emotional, and psychological qualities as a result of learning. Mulyasa (2008) defines learning outcomes as the total learning accomplishment of students, indicating their competency and behaviour change. To evaluate these outcomes, it is crucial to specify competencies students must master, referring to firsthand experience.

Learning motivation is what encourages or propels students to engage and do excellent work. Tambunan (2018) defines learning as a process to enhance one's personality by adding new information, with learning motivation being an incentive or driving force for students to participate and achieve high-quality outcomes. Motivation is a crucial aspect of learning English, influencing both teaching and learning. It is linked to students' learning objectives and is heightened by their eagerness to learn. Motivation is essential for speaking, understanding, and comprehending English. Therefore, it is essential for successful teaching and learning. Bloom et al (1968) divide the learning domain into three components: cognitive, affective, and psychomotor. Cognitive domain focuses on thinking, problem-solving, and problem-solving, with six levels. Affective domain deals with attitudes, values, interests, and social feelings, with five levels. Psychomotor domain focuses on manual and motor skills, with seven levels: perception, readiness, mechanism, guided response, proficiency, adaptation, and organization. Furthermore, Gardner (1988) explains that student learning outcomes are influenced by three main factors: internal factors, external factors, and the learning approach. Internal factors include psychological conditions like intelligence, interest, attention, talents, and maturity. Intelligence is the basis for learning outcomes, while interest and attention are the tendency towards something. Talent is the

ability to learn, and motivation influences effort and activity. External factors include parental education, understanding, and family relationships. The learning approach is a type of student learning effort that includes strategies and methods for learning subjects.

Several studies have been dedicated related to learning motivation and learning outcomes. A previous study by Firmansyah (2016) argues that learning success is influenced by internal and external factors such as motivation, interest, learning styles, intelligence, talent, and health. External environments like neighbourhood, school, family, and environment also play a role. Motivation is crucial for education and achieving learning objectives. According to research by Gunawan and Lilik (2018), learning results are significantly influenced by the three independent variables of IQ, the PBL model, and learning motivation. At Fathu Makkah 01 Leuwiliang Middle School, Bogor Regency, research by Palettei and Sulfemi (2019) demonstrates a substantial correlation between student learning outcomes in social subjects and student learning motivation. Dzulfikri's 2022 study on graduate students at the University of Hawai'i at Manoa found no significant correlation between cooperative learning and intrinsic motivation, while competitive learning negatively impacted intrinsic drive. Individualistic learning was the preferred style, possibly influenced by US graduate program learning cultures.

The researcher discovered a discrepancy between the two earlier studies: the second study was not specially designed with EFL learning outcomes and English learning motivation in mind, while the first study used linear regression and involved three independent variables. The third research was more concerned with higher education. Thus, the researcher made the decision to investigate the relationship between learning results and the motivation to learn English in eighth-grade English classes at MTS NU TMI Pujon.

RESEARCH METHOD

This study took a quantitative approach, more precisely, it tested objective theory by looking at the relationships between variables and quantitative research variables and by analyzing numerical data using statistical processes. There are two variables included in this study, those are students' learning motivation and learning outcomes. The population in this study were 150 eighth-grade learners from MTs NU TMI Pujon and the researcher took the sample using purposive sampling involving 25% of the 150 students in the population. The data was in the form of primary and secondary data. The primary data was collected by the researcher using questionnaire of learning motivation while the secondary data was taken from students' score in English mid-term test provided by the teacher. The data then analyzed using Pearson's product moment to gain the correlation between learning motivation and English learning outcomes to answer the research question and confirm the hypotheses.

FINDINGS AND DISCUSSION

The levels of students' learning motivation, the levels of students' learning outcomes, and the relationship between learning motivation and learning outcomes were the three study questions that these studies attempted to address. The outcome is shown below.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Learning Motivation	47	2.96	3.80	3.3464	.17698
Learning Outcomes	47	66.43	88.33	78.5645	5.61560
Valid N (listwise)	47				

Descriptive statistics allow us to draw conclusions about the levels of student motivation and results that address the first two study topics. As a result of the descriptive analysis, the mean score of 3.3464, which is regarded as a moderate level, indicates that students' motivation spans from 2.96, which is considered moderate, to a high level at an average of 3.80. This result showed that eighth-grade pupils at MTs NU TMI Pujon have a modest degree of learning desire. Consistently, Agustina and Wahyudin's (2021) asserted that motivation is a significant factor in both students' academic success and failure. This statement suggests that motivation levels influence learning outcomes, which is in line with the findings of the current study. Students' moderate levels of learning motivation suggest that they have a chance of succeeding or failing, as evidenced by the fact that not all students at that level of motivation pass the passing grade.

Furthermore, looking at the learning outcomes based on the total of English scores in general ranges from the lowest score at 66,43 which is below the passing grade, and the highest score of 88,33 which passes the passing grade. The mean score of students' learning outcomes is 78,5645 which cumulatively passes the passing grade, however, according to individual scores as mentioned in Appendix 3, 10 students do not meet the passing grade. Additionally, the outcome supports Slameto's (2010) claim that while learning motivation may boost the desire to engage in learning activities, it is not always the only component of learning success. Janitra et al. (2020) provides more confirmation that while motivation is not a technical attribute of learning, it does play a role in providing the desire that propels students to continue their studies, thereby impacting their academic success.

The outcome is consistent with a prior study conducted by Nugraha and Widyastuti (2021), which also shows that the majority of students failed to receive the passing mark and that 63% of the students had learning motivations in the medium range. Different research by Raharjo and Pertiwi (2020) discovered that 12 pupils did not receive a passing mark in learning

motivation, with the rest of students scoring in the mid-range. These further suggest that success in reaching intended learning outcomes was not entirely ensured by a modest degree of learning motivation.

The association between students' motivation and learning results, which is the third research objective, may be examined using Pearson's product moment correlation analysis, as shown in the accompanying table.

Correlations		Learning Motivation	Learning Outcomes
Learning Motivation	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	47	47
Learning Outcomes	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	47	47

** . Correlation is significant at the 0.01 level (2-tailed).

The data above shows that the correlation between those two variables is significant at 0.00 less than 0.05, indicating that there is a significant correlation between students' motivation and their learning outcomes. The correlation coefficient is 0.643, which based on table 3.2 is considered a moderate level of correlation. This means that the two variables are positively correlated at a moderate level, indicating that the more learning motivation that the students have, might positively influence their learning outcomes. This result is consistent with the statement of Nugraha and Widyastuti (2021) that Learning motivation is one of the factors that is suspected to have a large influence on learning outcomes and students with high motivation are expected to get good learning outcomes. Furthermore, Aminatun et al., (2019) stated that learning motivation is a fundamental aspect influencing students' performance in language learning.

Based on the result above, it is indicated that learning motivation and learning outcomes have significantly correlated at 0.00 which is less than 0.05. This indicates that the hypothesis alternative stating that "There is a correlation between students' learning motivation and their English learning outcomes at 8th graders of MTs NU TMI Pujon" is accepted and the null hypothesis stating "There is no correlation between students' learning motivation and their English learning outcomes at 8th graders of MTs NU TMI Pujon" is rejected. The result of this study is also in line with the previous study by Gunawan, Kustiani, and Lilik (2018), which shows that learning motivation has a significant influence on learning outcomes. Moreover, studies by Agustin and Wahyudin (2021) as well as by Nugraha and Widyastuti (2021) show the results that

there is a significant correlation between student learning motivation and student learning outcomes. These results from previous studies further prove the correlation between students' learning outcomes and learning motivation.

CONCLUSION

The study's findings concluded that eighth-graders at MTs NU TMI Pujon have a moderate level of learning motivation, with the level of learning outcomes above the passing grade. Nevertheless, the majority of the students managed to pass with a passing mark with a moderate level of learning motivation. However, the fact that some students did not pass the passing grade indicating that moderate learning motivation did not always guarantee the students' success in reaching desired learning outcomes. The study also found that there is a moderate and positive correlation between learning outcomes and learning motivation. The two variables are also significantly correlated, indicating that the better students' learning motivation the better their learning outcomes

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