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The Relationship Between Motivation And English Language Test Performance Among Students SMP N 37 Medan

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi dan kinerja siswa dalam pembelajaran bahasa Inggris siswa kelas IX di SMP N 37 Medan. Peneliti menggunakan metode deskriptif korelasi. Populasinya adalah siswa kelas IX yang berjumlah 25 siswa. Data dikumpulkan melalui kuesioner dan laporan. Untuk mengumpulkan data, dan memberikan pernyataan berupa angket yang kemudian disebar kepada 25 siswa dan 15 soal yang berisi motivasi belajar, dari angket ini hasilnya adalah 0,57 dan dapat dikategorikan saat ini, dimana motivasi selama belajar berhubungan dengan kinerja siswa. Beberapa dari mereka sangat setuju bahwa motivasi mempunyai pengaruh terhadap peningkatan kinerja mereka dalam belajar dan kemampuan mereka dalam belajar bahasa Inggris. Dari hasil raport siswa, peneliti juga menyimpulkan bahwa persepsi siswa terhadap motivasi yang diberikan berdampak terhadap keterampilan dan minat belajar siswa di sekolah, terbukti dengan keberhasilan program belajar mengajar. Siswa beranggapan bahwa dengan memberikan motivasi siswa dapat meningkatkan kemampuannya, mencapai pendidikan yang inklusif dan berkualitas, meningkatkan karakter, dan lebih percaya diri dalam mengembangkan kemampuan belajarnya.

Kata Kunci: *Motivasi, Pertunjukan Bahasa Inggris*

Abstract

This research aims to determine the relationship between motivation and student performance in learning English for class IX students at SMP N 37 Medan. Researchers used descriptive correlation methods. The population is class IX students, totaling 25 students. Data was collected through questionnaires and reports. To collect data, and provide is a statement in the form of questionnaire which then distributed to 25 students and 15 questions, containing learning motivation from this questionnaire the result where 0.57 and can be categorized currently, where motivation during learning is related to the student performance process. Some of them strongly agreed that motivation had an influence on improving their performance in studying and their ability to learn English. From the results of student report cards, researchers also concluded that students' perceptions of the motivation provided had an impact on students' learning skills and interest at school, as evidenced by the success of the teaching and learning program. Students think that by providing motivation students can improve their abilities, achieve inclusive and quality education, improve character, and be more confident in developing their learning abilities.

Keywords: Motivation, English Language Performance

INTRODUCTION

Language is a communication for humans to communicate with one another. Language was an instrument of communication to connected and share information with others. According to Phipps and Gonzales (in Dalle, 2019) that language were more than skills; they are the medium through which communities of people engage with, make sense of and shape the world. Based on that statement, we know that language is an important element for us as a tool of communication with society and education. English is an international language used to communicate with foreign languages and several countries use English as a second language. English is the first language of over 300 million people (Sorayyaei Azar and Tanggaraju, 2020). English is very important to learn because it is the language used for everything or activities especially in the field of education and work is English aside from in the world of education, English is also widely used in social activities, entertainment or such as online games, social network transportation products things used in everyday life.

Motivation is an influential factor in the teaching and learning process (Ulfa and Bania, 2019). In learning English there are several factors that support learning English, one of which is motivation. Motivation is the reason or what causes someone to do something to achieve something (Khasawneh and Al-Rub, 2020). Motivation as a critical factor in the teaching and learning process, is defined as some internal encouragement that encourages

someone to do something in order to achieve the desired goal. Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the success of learning a foreign language. Motivation will also encourage someone to prefer English and start taking English education such as or educational courses at school, this will help improve one's achievement in the field of English (Fidriani et al., 2021). When subjects actually have a positive attitude towards the target culture and English speaking people, they will enjoy learning English as much as possible and regard English as an important part of learning and will strive to learn and increase their curiosity about the language. Language and improve performance (Rasmitadila et al., 2020). Therefore, they will also improve their language skills, which means that motivation and achievement are one of the key factors that influence the success of learning a foreign language. This research is important to research because this research will find out and solve problems and ambiguities about the relationship between motivation and student achievement at the secondary school level and what influences student motivation, especially in English (Liunokas, 2019).

In addition, the research was conducted boldly (face to face). In conclusion, everyone can use this research as an alternative to do in certain conditions and situations and this research is very simple providing to Sirin, many variables affect student achievement. These variables, also called "learning variables", and are entirely related to physiological, psychological, and social situations and conditions, whereas according to Ozguven in Sirin, learning variables affect the "learning situation" of students, and therefore increase success positively or negative, (Şirin 2020). Giving motivation can be used as a tool for the results of test performance and student learning activities in the school and its environment. Motivation to learn and aspiration to learn are examples of the psychological triggering elements of positive self-confidence. A large number of studies have demonstrated the important role of learning motivation and aspiration to learn in different domains of human functioning (Apriyanti and Ayu, 2020). Pintrich suggests that there are three components of motivation related to student learning behavior; (a) the expectation component (students' beliefs about their ability to perform the task, (b) the value component, (students' goals and beliefs about the importance of the task), and (c) the affective component (students' emotional reactions to the task). According to the Big Indonesian Dictionary: education is defined as a process learning for individual to achieve knowledge and understanding higher level regarding certain and specific objects. This knowledge is obtained formally which results in individuals having a mindset and behavior in accordance with the education they have obtained. In the process of teaching and learning, motivation is one of the factors that is suspected of having a large influence on learning outcomes.

Students with high motivation are expected to get good learning outcomes (Sari et al., 2022).

The importance of student learning motivation is formed, among other things, so that there is a change in learning in a more positive direction. This view is in accordance with Hawley's opinion: "Students who are well motivated in learning do more activities and faster, compared to students who are who are less motivated in learning (Nwaukwa and Okolocha, 2020). Performance will be better if you have high motivation likewise, we can see in the process of teaching and learning language English. Students who have high motivation in studying geography will do activities faster than students who are less motivated in learning English (Saraswati et al., 2021). Students who have high motivation in learning English, the higher the achievement achieved will also be better and increase. Based on this description, it becomes the basis for authors to conduct research with the title "The Relationship between Motivation and Learning Achievement in English Subjects of student in SMP N 37 Medan. Researchers want to explore whether the relationship of motivation will affect student performance in learning English. In this case, the researcher wants to examine whether motivation can help student performance in learning English and how performance tests in the English learning process at the school. In the teaching and learning process, students have varied activities and activities in the classroom, judging from observations, students have a tendency to have a low desire and intention to learn, especially in the English language subject area, because there is no reciprocity that occurs in the classroom so that students feel bored in learning (Styers et al., 2018). In this study, researchers find out whether motivation has an impact on student performance in learning how changes occur in the learning process and conduct performance tests to students regarding English language learning (Jatmiko et al., 2018).

RESEARCH METHOD

Research Design

The research design is a correlation research that helps researchers build a relationship between the two variables of motivation and performance which explains the relationship between the two variables, with functional motivation related to the results of the performance variable (Herce et al., 2022).

Population and Sample

The population in this study were all class IX students of SMP N 37 Medan for the 2023/2024 academic year, totaling 31 students. The sample in this study was class IX

students of SMP N 37 Medan for the 2023/2024 academic year, totaling 31 students. The sampling method used in this study is total sampling. Total sampling can be used if the subject is less than 100 people.

Technique of Collecting Data

1. Observation

Observation is a way of collecting data that is carried out by observing and interviewing the location to directly review the actual situation.

2. Questionnaire

A questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to the respondent to answer. The collection technique will be efficient if the researcher knows with certainty the variable to be measured and what is expected of the respondent (Sadat, 2022). The researcher uses this method to collect data related to student motivation in the process learning.

The Technique of Analyzing Data

The analysis technique used in this study includes descriptive analysis and inferential analysis.

1. Descriptive Analysis

This analysis is carried out through calculations using logic to draw logical conclusions about the data analyzed. This analysis discusses the research items in terms of criteria respondent identity (characteristics) and research variables. Thus it can be said that this descriptive analysis intended to perform data analysis according to the classification respondents into percentages.

2. Inferential Analysis

The proposed hypothesis will be tested, then analysis is used inferential statistics in the form of correlation. Correlation is a coefficient measures the strength of the relationship between two or more variables.

RESULT AND DISCUSSION

Data

The research data was conducted at SMP N 37 Medan from 19 to 26 August 2023 according to the schedule agreed upon with the research subjects. The data obtained is based on data collection through questionnaires or questionnaires regarding learning motivation and learning performance. The results of the distribution of the instrument are used as data analysis to determine the correlation between learning motivation and

learning performance. The population in this study were students in class IX at SMP N 37 Medan, namely 232 students. 25 students were taken as a sample by using a random sampling technique. The learning motivation variable questionnaire consists of 15 questions. While learning performance is obtained from student report cards. The questionnaire then distributed to 25 respondents who became the research sample.

After the writer obtained the data given to the next student data analysis was carried out according to the classification of respondents into percentage. Respondents by type, using the Linkert scale, namely: Before knowing the results of the X and Y variable data, it can be seen first in advance regarding the results of the indicators or the major aspects of the percentage of each alternative answers.

Table 1. The Teacher Gives Motivation To Student Before Learning English Begins

No	Answer	Frequency (F)	Percentage (%)
1	Agree	20	80
	Strongly Agree	3	12
	Don't Agree	2	8
	Disagree	-	-
	Amount	25	100

Based on the results of the research in the table above, the teacher gave motivation to students before learning began, 20 student answered in agreement (80%) and those who answered strongly agreed there were 3 student (12%), while those who answered disagree 2 student (8%) and strongly disagree 0%.

Table 2. The Teacher Uses A Learning Motivation Approach To Help Students In The Teaching and Learning Process

No	Answer	Frequency (F)	Percentage (%)
2	Agree	25	100
	Strongly Agree	-	-
	Don't Agree	-	-
	Disagree	-	-
	Amount	25	100

Data Analysis

Based on research that the author has conducted, data was obtained regarding variables X and Y variables, namely the relationship between learning motivation and learning performance tests, in this case the variable X is obtained through a questionnaire

totaling 15 questions, then distributed to the 25 students who became research sample, while the variable Y is obtained from student report cards.

Variable X (Learning Motivation)

To find out data about learning motivation by using a questionnaire of 15 questions as attached then do the calculation using the correlation formula "Product moment" Before using the necessary product moment formula What is known is the results of the questionnaire which are explained through the interpretation table data.

Variable Y (Learning performance)

Student learning performance is the dependent variable or known as variable Y. Based on the report card scores obtained by researchers at SMP N 37 Medan. Based on the calculation results, the numbers have been obtained needed to be entered into the formula "r" product moment which will be used: To find out the correlation of the two variables to be tested, then the value the results of these:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{25.166.672 - (2110)(1967)}{\sqrt{\{25.179.246 - (2110)^2\}\{25.155.909 - (1967)^2\}}}$$

$$r_{xy} = \frac{4116800 - 4150370}{\sqrt{\{4481150 - 4452100\}\{3897725 - 3869089\}}}$$

$$r_{xy} = \frac{16430}{\sqrt{29050(2869089)}}$$

$$r_{xy} = \frac{16430}{170.44(169.22)}$$

$$r_{xy} = \frac{16430}{28.841,85}$$

$$r_{xy} = 0,57$$

Table 3. Data interpretation

Correlation coefficient	Relationship level
0,80 until 100	Very strong
0,60 until 79	strong
0,40 until 59	currently
0,20 until 39	low
0,10 until 19	Very low
0,00	Not correlated

Based on the results of the research in the table above motivation from the teacher becomes an encouragement to improve performance and learning abilities the answers

agree as many as 12 students (48%) and strongly agree 13 students (52%) and disagree (0%) and strongly disagree (0%).

Table 4. conclusion relationship motivation and English performance

1	Name	Score variable X (Motivation)	Score variable Y (performance)
1	AZ	81	85
2	BD	85	80
3	BA	76	85
4	BM	75	75
5	CH	73	75
6	DK	79	80
7	JS	85	86
8	JK	89	99
9	LS	90	93
10	NZ	99	98
11	NK	76	80
12	KM	80	86
13	LP	86	76
14	SL	80	75
15	SM	76	79
16	SS	82	85
17	RL	88	87
18	RS	77	80
19	RH	78	77
20	MS	85	78
21	MN	79	83
22	NK	89	81
23	YL	98	89
24	YS	88	89
25	ZS	84	85

Based on research from the table above, it can be averaged from the results of the answers to the student questionnaire that the researchers carried out in class IV were categories very not good 0%, not good 8%, quite good 40%, good 52% and very good 0%. So it can be concluded that the research used uses techniques data collection using the questionnaire method at SMP N 37 Medan can be categorized as learning motivation students in moderate condition, the researcher distributed a questionnaire with 15 questions given to class students X with a total of 25 students (Raeisi-Vanani et al., 2022).

Researcher distributing questionnaires containing (1) how teachers provide material and managing classes that influence student learning motivation (2) to find out student motivation through discipline (3) discusses emotional and students' intellectual abilities to determine motivation for teaching and learning (4) discusses about the condition of the teacher in the class, where the number of questionnaires obtained by class students X is 179.246 (Trihardini, 2022).

Based the learning achievement of class IX students shows that of the 25 class IX students who were sampled in the study there English language scores in the not good category, then with the less good category being (0%), and the quite good category namely as many as 11 students (44%) and very good category 3 students (12%) in learning achievement students in class. Thus it can be concluded that the achievement and performance during class IX students of SMP N 37 Medan is quite good (Ming and Wang, 2022).

From these calculations it can be seen that the correlation coefficient value r_{xy} , namely 0.57, is categorized as a medium category for the relationship between motivation learning with student achievement at SMP N 37 Medan. To find out whether the test results are H_a or H_o , then it will be interpreted as accepted using the interpretation simple (Lumabi and Maleon, 2022). Based on the calculation results above, it turns out that the correlation index number between variable X (learning motivation) and variable Y (learning performance) no has a negative sign, meaning that between the two variables there is a positive relationship (interrelated). If you look at the correlation table, the number 0.57 is located between 0.40-0.599 so the author provides an interpretation of the r_{xy} , namely that there is positive relationship between variable X (learning motivation) and variable Y (learning performance)), from the relationship including moderate relationship (Alderete and O'Séaghdha, 2022).

Finding

After the correlation coefficient (r_{xy}) is known then the next step namely not knowing the hypothesis test, hypothesis testing is done in order to be able to that the proposed hypothesis can be accepted or rejected for that purpose. The technique that will be used in this test is to use a test significant that is comparing the correlation index between (r_{tb}). To find out whether the hypothesis used above can be accepted or rejected, then the following will be tested as follow

$$df = N - nr$$

$$df = 25 - 2$$

= 23

By checking the table of "r" product moment values, it can be seen that df is 23 at a significance level of 5% = 0.41. Therefore, r count of 0.57 turns out to be \geq (bigger) than r table is 0.41 at the 5% significance level, then the hypothesis reads: "There is a significant relationship between learning motivation and eye learning achievement English class X SMP N 37 Medan", declared "acceptable"

To find out how much influence the variable (X) has on the variable (Y), analysis of the coefficient of determination is used with the following formula:

$$KP = r^2 \times 100\%$$

where : KP = coefficient of determination value

r^2 = coefficient of correlation

Based on the r_{xy} value, the effect of the motivational variable can be calculated learning (X) to the student learning performance variable (Y) as follows:

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= (0,57)^2 \times 100\% \\ &= 0,3249 \times 100\% \\ &= 32.49\% \end{aligned}$$

From the results of these calculations, it was found that the learning motivation variable (X) has an effect of 32.49% on student learning performance variables (Y), while the remaining 67.51% is influenced by other variables not examined in this study.

Discussion

With the acceptance of the hypothesis which shows that the level of motivation the high level is that it plays a very important role in improving student learning progress, the child's further development through the learning process is always possible happen. Likewise, if the teacher's motivation is right on target, it will improve student activities in the learning process. With clear goals students will study more diligently, be more active and enthusiastic (Sulaiman and Syahri, 2022). The data regarding the relationship between learning motivation was obtained from respondents through distributing questionnaires to students at SMP N 37 Medan, from the results (Popescu and Chitoran, 2022). The questionnaire is then assessed based on the score value that has been determined later it was concluded that students of SMP N 37 Medan have good motivation to study. While the data regarding learning performance students are obtained through documentation analysis, namely student report cards and from this value can be said to be the learning performance in the field of language studies English SMP N 37 Medan is considered good

Students in learning motivation and learning performance obtained a score of 0.57 by processing correlation data (Product Moment) (Lestari Kasih Grasella Nahampun et al., 2022). Results of processing correlation data of 0.57 can be categorized as SMP N 37 Medan learning motivation and learning performance students in the medium category.

CONCLUSION

From the results of the research that the author carried out, the author obtained. The conclusion is that providing learning motivation for class X students of SMP N 37 Medan is very important needed by students to improve student learning performance for achieve a goal. The teacher always gives praise even provide appreciation for students' achievements and work so that this can be achieved increase student motivation to learn so that they can achieve and improve performance with Well, teachers always appreciate no matter how small the efforts of their students and teachers also always encourage students to always make time to study at home in the hope of improving and improving the student's learning performance. High learning motivation can have a positive effect on clarity learning objectives to be achieved, determine the variety of control over learning stimulation, determining learning persistence. This is usually achieved, because teachers at SMP N 37 Medan always trying to increase motivation to study with students by: use incentives to motivate students to learn continuously in order to achieve teaching goals. Intensive is beneficial because contains goals that will provide satisfaction of needs child psychology. That is why the teachers here are creative and imaginative provide the right incentives and can provide good guidance in the teaching and learning process. Get to know every student taught personal, then the teacher is able to treat each student appropriately based on the ability of each student. By knowing students will be more comfortable in learning if these students are close and know their teacher. Thus efforts to increase student learning motivation can carried out appropriately, even though the teacher is dealing with a group of inner students class, if the teacher knows each student personally, will be able to treat each student in the group differently according to circumstances as well as the difficulties and strengths that each student has.

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