



## **INFLUENCE OF LEARNING MOTIVATION ON STUDENTS' SPEAKING ENGLISH RESULTS AT EIGHT-B GRADE OF SMK TARUNA WARMADEWA**

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### **Abstract**

Motivation is a process that describes the intensity, direction and persistence of an individual in achieving someone's goals. A person is said to have high motivation if the person has very strong reasons to achieve what they want by doing the work. The purpose of this research was to reveal the effect of learning motivation on the Students' Speaking English result At Eight Grade of SMK Taruna Warmadewa. This research used a quantitative approach and qualitative. Methods of data collection were questionnaires and documentation. The population of this research was the students of SMK Taruna Warmadewa . Eight-B Grade Students of SMK Taruna Warmadewa had chosen as sample by using random sampling. Data were analyzed using descriptive method. The results of this study indicated that there was a significant influence of learning motivation on learning outcomes for Eight Grade of SMK Taruna Warmadewa.

**Keywords:** Eight-B Grade Students, Learning Motivation and Learning Outcomes

### **INTRODUCTION**

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts that are realized in the four language skills namely listening, speaking, reading and writing. These four skills are used to respond to or create discourse in social life.

As an international language, English is one of the subjects that must be mastered by students. There are several difficulties that are often experienced by students in mastering English, namely pronunciation, vocabulary and language structure (grammar) (Suryanto & Sari, 2020). Pronunciation is very important in vocabulary development because it involves distinguishing between the sounds that combine to form words. Then vocabulary is an important factor in building sentences in English (Ismiyati & Dinata, 2022). Furthermore, the structure of language is the rule of arranging language elements into one patterned language (Ismiyati, 2015).

Teaching English is a challenge for teachers in achieving good learning outcomes (Wray, 2000). The intended learning outcomes are student achievement in mastering English. However, good English teaching does not always come from the teacher but is also influenced by internal and external factors. factors that exist within students (internal factors) include physical and psychological factors. While factors outside the student's self include family, school and community factors. Internal factors are factors that originate from within the individual itself in achieving learning goals. Internal factors include physiological factors (physical) and psychological factors (psychological). Internal factors include: a) talent;

according Howe et al., (1998) defines that talent is an innate ability which is a potential that still needs to be developed or trained. Interest, according to Syaiful et al., (2021), interest in learning is a preference for and a sense of interest in something or activity without anyone ordering it. (c) Motivation, motivation is a series of attempts to prepare certain conditions, so that someone wants and wants to do something. Motivation is an important thing and must be owned by every student so that a student is enthusiastic about learning (d) how to learn, how to learn is the behavior of individual students that is more specifically related to efforts that are or are usually done by students to acquire knowledge.

In learning activities, motivation is needed to arouse student learning enthusiasm so that learning activities can run well (Zakiyya & Setyawan, 2022). The meaning of motivation to learn is the overall driving force within students that causes learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Ismiyati & Dinata, 2022). motivation to learn is an internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or elements that support.

Several studies that examine student motivation on student learning outcomes, Nur'aini, (2020) with the title Student's Learning Motivation and Learning Outcomes in Higher Education. The findings might be crucial for the lecturers and the parents as well as to make paramount efforts of supporting students' motivation for success. Furthermore, (Eriyanto et al., 2021). with the article entitled The Effect of Learning Motivation on Learning Independence and Learning Outcomes of Students in the Package C Equivalence Program. Stated that there was an effect of learning motivation on the learning independence of students in the Package C Equality Program. From the results shown from previous research, it can be concluded that there are some similarities between the previous research and this research, but there are also differences, one of which is the time and place of research chosen as the research object. Based on the phenomenon above, this research was conducted with the aim of revealing the influence of learning motivation on learning outcomes for Eight-B Grade of SMK Taruna Warmadewa.

## RESEARCH METHODS

The method used in this research is a quantitative method and qualitative. According to (Sugiyono, 2014). The quantitative method can be interpreted as a research method based on the philosophy of positivism, used for research on certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical in nature, with the aim of testing established hypotheses. The population that the researcher used was all students at SMK Taruna Warmadewa for the 2022/2023 academic year. The researcher chosen 10 students of Eight-B Grade as the research sample. Data collection techniques using questionnaires, Documentation and test. The learning outcomes data obtained were then analyzed using descriptive statistics. Descriptive statistics are used to analyze data by describing or describing data that has been collected as it is without intending to make generalizations.

## RESULTS AND DISCUSSION

### 1. The Results of The Speaking Performance of Eight Grade of SMK Taruna Warmadewa

Data on the results of students' speaking performance obtained from English learning activities were then analyzed using descriptive statistics. The results of students' speaking performance can be seen from the table below:

Table 3.1 Result of Students' Speaking Performance

Items	N	Minimum	Maximum	Mean
Students' Speaking Performance	10	65,00	87,00	81,32

Based on table 3.1., the Result of Students' Speaking Performance data has the highest score at 87.00 and the lowest score at 65.00. The average (mean) obtained was 62.78. The average obtained has met the Minimum Completeness Criteria (KKM) set for English subjects, namely 77.



Figure 3.1 Students Are Doing Speaking Performance

## 2. Results of Motivation Students Questionnaire

Learning motivation is one of the factors causing success in educational programs. One of the objectives of this research is to reveal how much motivation students have in participating in the learning process in English subjects, especially in conducting Speaking Performance. Aspects that are seen in learning motivation, namely: students' interest and attention to the lesson, students' enthusiasm to carry out their learning tasks, students' responsibilities in carrying out their learning tasks, the reactions shown by students to the stimulus given by the teacher, and a sense of pleasure and satisfied in doing the task given After being analyzed using descriptive statistics, then the data from the questionnaire on learning motivation and data on students' speaking performance values were analyzed. The results of the Student Motivation Questionnaire can be seen from the following table:

Tabel.1.2 Results of Motivation Students Questionnaire

Category	Interval	Frequency	Percentage
Tall	97-100	4	40%
Currently	93-96	5	50%
Low	89-92	1	10%
amount		10	100%

Table 5.1 Frequency Distribution of Learning Motivation for At Eight-B Grade of SMK Taruna Warmadewa in the High Interval Category with a score of 97-100, 4 students and a percentage of 40%. While with a score of 93-96, there were 5 students with a presentation of 50%. Low with a score of 89-92, there is 1 student with a presentation of 10%. There are 10 students with 100% presentation. From the data the researcher obtained, the highest score obtained by Eight-B Grade of SMK Taruna Warmadewa was 97 while the lowest score was

89. The results of this study were made to prove the hypothesis of the variable under study, namely the effect of learning motivation (X) on student learning outcomes (Y). To analyze the results of the research used simple linear analysis with the help of SPSS 17.0.

## CONCLUSION

### 1. Conclusion

From the results of this research that has been done, the research findings indicated that there was a positive and significant influence on student learning outcomes in the English subject of Eight Grade of SMK Taruna Warmadewa. Learning motivation has a big influence on student learning outcomes. The higher the learning motivation of students, the better the learning outcomes obtained. Student motivation can be weak. Weak motivation or lack of motivation to learn will weaken activities, so that the quality of learning achievement will be low. If students have low learning motivation, the learning outcomes achieved will also be low. Learning motivation has a positive and significant effect on student achievement.

### 2. Suggestion

This research only examines a small part of the factors that influence student learning outcomes, thus opening opportunities for further researchers to examine other variables that have not been included in this study which are thought to influence student learning outcomes.

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