

## THE EFFECT OF MOTIVATING LEARNING ON ENGLISH LEARNING ACHIEVEMENT

*Linmei Warni Hasibuan<sup>1</sup>, Linda Efrina Nasution*

*Sekolah Tinggi Keguruan Dan Ilmu Pendidikan Padang Lawas*

*e-mail: [linmeiwarnihsb@gmail.com](mailto:linmeiwarnihsb@gmail.com)<sup>1</sup>, [lindanasution2589@gmail.com](mailto:lindanasution2589@gmail.com)<sup>2</sup>*

### INFORMASI ARTIKEL

**Submitted** : 2025-6-30  
**Review** : 2025-6-30  
**Accepted** : 2025-6-30  
**Published** : 2025-6-30

### KATA KUNCI

*Teacher Strategy, Student Learning Motivation.*

### A B S T R A C T

*This study aims to analyze the forms and types of language errors in the morphological level contained in a collection of student papers of the Indonesian Language and Literature Education Study Program (PBSI) of the Islamic University of Riau semester 4. The focus of the study is directed at the use of affixation, compounding, repetition, and other word formations related to the morphological structure of the Indonesian language. The method used is descriptive qualitative with documentation techniques as a data collection tool. Data were analyzed based on the classification of language errors put forward by linguistic experts, especially in the field of morphology. The results of the study showed that the most dominant morphological errors were the use of affixes that were not in accordance with the context and the formation of derived words that were not in accordance with the rules of Indonesian grammar. The factors causing these errors include students' lack of understanding of morphological structures, the influence of spoken language in scientific writing, and weak editing before the paper was submitted. These findings are expected to be used as evaluation material in language learning and the preparation of scientific papers, especially in improving students' morphological competence.*

### INTRODUCTION

Education is one of the main pillars that determine social change, change towards progress and welfare of life. Education is very important in human life, especially in society. To pass on values from generation to generation and to be able to organize education effectively and efficiently, it is necessary to improve the quality of educational institutions. The role of teachers in education is an important component in the learning process. The reciprocal relationship between teachers and students during learning occurs because of an action that has been taken by teachers and students. improving the quality of teachers in the learning process is a tool as an effort to improve the quality of education.

Teachers are the mainstay of education that greatly determines the learning process in schools. Therefore, in all aspects, teachers must be able to guide students to achieve the desired goals and results. Because in reality there are no students who cannot be taught, there are only teachers who are less able to teach.

Teachers are not only as a messenger or subject matter, teachers are required to always be creative and innovative in the learning process in order to raise students' learning motivation. The success or failure of education that has been planned/determined, the key lies in the teaching and learning process as the spearhead in achieving educational goals.

Learning achievement is closely related to learning motivation, student learning motivation is the encouragement and interest of students in learning, student involvement in learning, a sense of pleasure, a sense of joy, thus creating a conducive learning atmosphere (Jainiyah, 2023). Students who feel happy in the learning process are a form of learning motivation, according to Zahirah (2024).

States that student learning motivation is the encouragement or interest of students in learning, so that they feel happy when taking lessons. Learning motivation is a factor in learning success, because learning motivation is very important for every student, according to Ardian (2019) states that learning motivation is a student's desire to learn, so that there is a drive within themselves to carry out a learning activity. thus it can be understood that the importance of student learning motivation so that optimal learning achievement is achieved by each student.

The word achievement according to Habsyi (2020:17) is the result achieved or done, worked on and so on. Meanwhile, according to Sirait (2016) achievement is evidence of the success of the efforts achieved. So it can be concluded that achievement means success obtained from an activity that has been determined. Learning is an effort made by someone to obtain a new change in behavior as a whole, as a result of their own experience in interacting with their environment (Slamet, 1995:2). So it can be concluded that learning is a process carried out by individuals to obtain some relatively permanent changes in behavior as a result of practice or experience with their environment.

Amri (2021:57) said that learning achievement is evidence of learning success or a student's ability to carry out their learning activities according to the weight they have achieved. According to Albarado (2020:168) learning achievement is the result of interactions between various factors that influence it both from within (internal factors) and from outside (external factors) of the individual.

Student learning achievement basically changes, including cognitive, emotional and psychomotor areas that affect the teaching and learning process of students. Learning achievement can be seen from two aspects, from the student's side and from the teacher's side. From the student's side, learning performance is at a better level of mental development compared to the pre-learning period (Santosa et al., 2020:14).

Wahyuningsi (2021:122) stated that learning achievement is the result of the relationship between several aspects that drive both from within (internal factors) and from outside (external factors) of a person. Therefore, learning achievement is the result of the interaction of various factors achieved by students which can be seen from the knowledge, attitudes and skills they have. The main requirement for obtaining standards and data on student learning outcomes by taking the assumption of behavior that changes and is considered important is expected to change as a result of student learning, both in the dimensions of creativity and feeling and will. This is related to

understanding indicators in general (allowing indications of achievement to be found) related to aspects of achievement that will be given or measured.

Learning achievement is the result of the impact of learning, as evidenced by grades or numbers in the form of understanding topics and achieving certain goals. Forms of performance include improved test scores and improved skills, discipline, tolerance, respect, leadership and other forms of skills in the fields of art, computer, and math skills. This understanding allows us to draw the conclusion that all learning services are aspects of their abilities, including cognitive, emotional and psychomotor skills, and experience positive development resulting from excellent teaching and learning activities in the classroom (2020:50).

Thus, it can be concluded that learning achievement is the result obtained by students after the teaching and learning process, the result can be in the form of numbers, symbols and also prizes given by the teacher to the student.

Student achievement is the most important thing in the learning process. Because successful students are students who have learning achievements. However, student achievement can decrease if the factors that influence it are not addressed properly and correctly. According to Azza (2020:281) states that there are two factors that influence learning, namely two factors (internal and external). Internal factors are psychological factors such as attention, interest, talent, and motivation. Then external factors are school factors such as curriculum, teaching methods, school relationships, school discipline, learning tools, buildings, libraries and many more. Students who excel can be identified through predetermined indicators. Learning achievement indicators are a measuring tool that can be used to see the extent of student learning achievement.

According to Syamsuriana (2022: 155) the main key to obtaining student learning achievement measurements and data is to know the outlines of indicators that are associated with the type of achievement to be expressed or measured. Learning achievement indicators include: 1) the realm of creation, 2) the realm of feeling, 3) the realm of will.

## **RESEARCH METHODS**

The method used is quantitative descriptive. According to Hasibuan (2022), research that uses data in the form of numbers generated from real situations to describe variables. In quantitative descriptive research, data is collected through data collection techniques such as questionnaires, observations, and interviews. After the data is collected, the researcher uses a quantitative approach to analyze the data. Data analysis was carried out using descriptive statistics with univariate analysis. With a sample population of 30 people, namely Semester V students of the Teacher Training and Education College. The sampling technique uses the Slovin formula. Data was collected using a questionnaire. Then processed using descriptive analysis and prerequisite tests.

## **RESULT AND DISCUSSION**

### **Normality Test**

The Normality Test aims to determine whether the data obtained has a normal value, the basis for decision making is if the significance value in the normality test is greater than 0.05 then it can be said to be normally distributed. Conversely, if the significance value in the normality test is less than 0.05 then the research data can be said to be not normally distributed. To find out the results of this test, the researcher uses the help of the SPSS Application. Thus, the results of the normality test can be seen in table 1.

Table 1. Normality Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0E-7
	Std. Deviation	11.52946901
Most Extreme Differences	Absolute	.154
	Positive	.083
	Negative	-.154
Kolmogorov-Smirnov Z		.842
Asymp. Sig. (2-tailed)		.477

a. Test distribution is Normal.

b. Calculated from data.

Based on table 1 in the normality test, it can be concluded that the significance value is 0.477. This means that  $0.477 > 0.05$ , thus it can be understood that the research data has a normally distributed value.

### Multicollinearity Test

The multicollinearity test aims to determine whether a high or perfect correlation is found between independent variables in a regression model. This test can be determined by looking at the tolerance value and the variance inflation factor (VIF) value. The basis for making the decision is if the tolerance value is greater than

0.100 and the VIF value is less than 10.00, it can be concluded that there are no symptoms of multicollinearity, and vice versa. The results of this multicollinearity test can be seen in table 2 as follows:

Table 2. Multicollinearity Test  
Coefficients<sup>a</sup>

Model	Collinearity Statistics	
	Tolerance	VIF
1 Motivasi Belajar	1.000	1.000

a. Dependent Variable: Prestasi Belajar

Based on table 2 above, it can be concluded that the value of tolerance is 1,000 and VIF is 1,000. Thus, it can be interpreted that the tolerance value of  $1,000 >$

0.100 and the VIF value of  $1,000 < 10.00$ . Based on this value, the data obtained can be said to have no symptoms of multicollinearity.

### Hypothesis Testing

Hypothesis testing aims to find out and answer temporary assumptions, where at the beginning it was stated that the research hypothesis is:

$H_a$  : there is an influence of learning motivation on learning achievement

$H_0$  : there is no influence of learning motivation on learning achievement The results of this hypothesis testing are assisted by u

application with the basis for decision making, namely if the significance value is less than 0.05 then the hypothesis  $H_a$  acceptable and  $H_0$  rejected, on the other hand if the significance value is greater than 0.05 then  $H_0$  acceptable and  $H_a$  rejected. The following are the results of the hypothesis testing in table 3.

Table 3. Hypothesis Testing

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2634.269	1	2634.269	19.134	.000 <sup>b</sup>
	Residual	3854.931	28	137.676		
	Total	6489.200	29			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Motivasi Belajar

on table 3, the results of the hypothesis test show that the F value is 19.134 with a significance level of  $0.000 < 0.05$ , meaning that the hypothesis  $H_a$  accepted and  $H_0$  rejected, thus it can be concluded that there is a significant influence between learning motivation and learning achievement.

### Discussion

Based on the results of the study on the influence of English learning motivation on the learning achievement of students at the Teacher Training and Education College, it can be seen that there is a significant influence between learning motivation and student learning achievement with an F value of 19.134 and a significance level of 0.00 which is smaller than 0.05.

The results of this study are in line with the results of previous studies by Sulasmi (2020) who stated that one of the factors in achieving learning achievement is influenced by learning motivation, because learning motivation is closely related to children's interests and enthusiasm for learning. The same opinion was also expressed by Rahmawati (2021) who stated that children's learning achievement can be influenced by their learning motivation. According to Janna (2021), children's enthusiasm for learning, children's interest, children's contribution to learning can affect children's cognitive, affective and psychomotor improvements, in other words, children's learning motivation greatly determines children's learning success.

Based on the research results obtained with the results of previous studies regarding the influence of learning motivation on learning achievement are in line. Thus it can be concluded that the motivation to learn English has an influence on the learning achievement of students of the Padang Lawas Teacher Training and Education College.

### CONCLUSION

Based on the results and discussion of the research on the influence of English learning motivation on the learning achievement of students at the Padang Palas Teacher Training and Education College, it can be concluded that there is a significant influence between learning motivation and learning achievement with an F value of 19.134 and a significance value of 0.00 which is smaller than 0.05.

### REFERENCES

- Albarado, Aan Pravo, and Viarti Eminita. 2020. "Pengaruh Kebiasaan Belajar Terhadap Prestasi Belajar Siswa Di Mts Khazanah Kebajikan." *FIBONACCI: Jurnal Pendidikan Matematika Dan Matematika* 6(2):167. doi: 10.24853/fbc.6.2.167-174.
- Amri, Saeful, and Eliya Rochmah. 2021. "Pengaruh Kemampuan Literasi Membaca Terhadap Prestasi Belajar Siswa Sekolah Dasar." *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 13(1):52–58. doi: 10.17509/eh.v13i1.25916.
- Habsyi, Faisal Y. 2020. "Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Siswa SMA Nusantara Tauro." *Jurnal Pendidikan Dan Ekonomi* 2(1):13–22.

- Hasibuan, Syahrial et al. 2022. *Media Penelitian Kualitatif*. Vol. 5.
- Jainiyah, Jainiyah et al. 2023. "Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa." *Jurnal Multidisiplin Indonesia* 2(6):1304–9. doi: 10.58344/jmi.v2i6.284.
- Jannah, Diar Miftachul et al. 2021. "Pengaruh Kebiasaan Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa Di Sekolah Dasar." *Jurnal Basicedu* 5(5):3378–84.
- Rahmawati, Diah Ika. 2021. "Pengaruh Fasilitas Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Siswa SMK Krian 2 Sidoarjo Pada Mata Pelajaran Teknologi Perkantoran." 1(2):108–23.
- Santosa, Donald Samuel Slamet et al. 2020. "Meningkatkan Prestasi Belajar Siswa Melalui Model Pembelajaran." *SIKIP: Jurnal Pendidikan Agama Kristen* 1(1):11–24. doi: 10.52220/sikip.v1i1.34.
- Sirait, Erlando Doni. 2016. "Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 6(1):35–43. doi: 10.30998/formatif.v6i1.750.
- Sulasmi, Emilda. 2020. "Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Ditinjau Dari Aspek Manajemen Minat Belajar Siswa" 1(1):10–17.
- Syamsuriana, Nur et al. 2022. "YUME : Journal of Management Status Sosial Ekonomi Orang Tua Dan Minat Belajar Terhadap Prestasi Belajar Siswa." 5(3):452–62. doi: 10.2568/yum.v5i3.3067.
- Tangerang, Universitas Muhammadiyah. 2020. "Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Siswa Sekolah Dasar." 2:278–88.
- Ummah, Masfi Sya'fiatul. 2019. *Pengaruh Motivasi Belajar Siswa Terhadap Prestasi Belajar*. Vol. 11.
- Wahyuningsih, Roy. 2021. "Prestasi Belajar Siswa : Kompetensi Pedagogik Guru Dan Motivasi Belajar Siswa." *Jurnal Paedagogy* 8(2):117. doi: 10.33394/jp.v8i2.3472.
- Wati, Amalia Ratna Zakiah, and Syunu Trihantoyo. 2020. "Strategi Pengelolaan Kelas Unggulan Dalam Meningkatkan Prestasi Belajar Siswa." *Jurnal Dinamika Manajemen Pendidikan* 5(1):46. doi: 10.26740/jdmp.v5n1.p46-57.
- Zahirah, Mutiara et al. 2024. "Jurnal Inovasi Pendidikan Peran Guru Dalam Pembelajaran Untuk." 7:14–21.