



THE EFFECT OF LEARNING METHOD AND MOTIVATION TOWARDS ENGLISH LEARNING ACHIEVEMENT

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ABSTRACT

This study aims to determine the effect of Learning Method and Motivation Towards English Learning Achievement. Research hypothesis included: 1) There is effect of learning method on English learning achievement, 2) There is effect of motivation on English learning achievement, 3) There is interaction between learning method and motivation towards English learning achievement. The research used experimental method. The population is sample of 68 students who obtained a random sampling technique. Instrument that used is result test of English learning achievement in the multiple choice with 20 items that is tasted validity and reliability coefficient = 0,82 , questionnaire 20 items of students' motivation that is tasted validity with reliability coefficient = 0,76. Analysis of data uses analysis of variance. Result of the research show that there are effects of learning method and motivation towards English learning achievement. That is proved by sig 0,014 < 0,05 and $F_{\text{observed}} 6.388$. There is a significant effect of motivation towards English learning achievement. That is proved by sig 0.012 < 0.05 and $F_{\text{observed}} 6.720$. There are any significant interactive effect of Learning Method and motivation towards English learning achievement. That is proved by sig 0.005 < 0.05 and $F_{\text{observed}} 8.505$.

Key words: Learning Method, Motivation, Learning Achievement

INTRODUCTION

English is one of the languages taught in an intensive program held by the Language Development Center (PPB) IAIN Syekh Nurjati Cirebon. Learning includes four skills, namely listening, speaking, reading and writing. Learning is carried out intensively for two days every week and is determined by group according to the results of the placement test. Grouping based on upper and lower groups. Thus, this grouping means that lecturers must have the ability to deal directly with students not only in the English department but also in all departments at the institution. The teaching and learning process is certainly different when dealing with students who already have more skills in English and

motivation to learn the language. At the end of the learning process, students can use English both written and verbally based on themes chosen based on the student's level of development and motivation.

Sharia Faculty students have difficulty learning English. There are several problems faced by students according to the researcher's experience in teaching in intensive programs. Students in this case lack self-confidence and motivation in learning. Many of them experience pressure because they think lower than those in other institutions and also the learning methods applied are less than optimal. This factor is caused by a lack of ability to create interesting learning methods that involve active student participation in the learning process so that English learning achievements do not meet expectations

One of the factors within a student that determines whether a student is successful or not in the teaching and learning process is motivation. Motivation has an important role in the teaching and learning process for both lecturers and students. For lecturers, knowing students' learning motivation is very necessary to maintain and increase students' enthusiasm for learning. For students, learning motivation can foster enthusiasm for learning so that students are encouraged to improve their learning achievements. Students carry out learning activities happily because they are driven by motivation.

Meanwhile, external factors that can influence students' learning are learning method factors. Apart from students, the most important element in learning activities is the lecturer. Lecturers are teachers who provide knowledge as well as educators who teach values, morals, morals and social matters and to carry out this role a lecturer is required to have extensive knowledge and insight which will later be taught to students. When delivering material, a lecturer needs to choose a method that suits the class or student situation so that students feel interested in following the lesson being taught. For this reason, lecturers are required not only to convey material orally or in lectures but must choose methods that can train students to learn, for example by discussion, practice, increasing practice on questions.

Teaching methods play an important role in the teaching and learning process. This will influence the students' learning process which will lead to their learning outcomes. In learning there are several techniques or methods that all English tutors/lecturers must know. One of them is the Cooperative Learning Jigsaw approach. Each teacher has a policy to determine which method should be used depending on class conditions and situations. In this case, researchers focus on using the Cooperative Learning Jigsaw approach because this approach will be more efficient and effective in the process of teaching and learning English.

Anita Lie (2004: 29) explains that cooperative learning is not the same as just studying in groups. There are basic elements of cooperative learning that differentiate it from group division which is done haphazardly. Implementing cooperative learning procedures correctly will enable educators to manage the class more effectively.

The Jigsaw learning strategy is a learning strategy that is used if the material to be studied can be divided into several parts and the material does not require a delivery order (Hisyam Zaini, Bermawiy Munthe, and Sekar Ayu Aryani, 2008: 56). The cooperative learning jigsaw model can improve learning achievement in English subjects, because this model can be used in teaching reading, writing, listening or speaking.

According to Anita Lie (2004:69), cooperative learning jigsaw combines reading, writing, listening and speaking activities. This approach is very appropriate to use in English subjects and is suitable for all classes/levels. On the other hand, Campbell (in Sulasmono, 2003: 7) also notes that the results of research on cooperative learning show that the jigsaw cooperative learning model improves student learning achievement results, facilitates learning activities, improves student reinforcement and memory, and produces good attitudes. positive attitude towards learning. Furthermore (Hisyam Zaini, Bermawiy Munthe, and Sekar Ayu Aryani, 2008: 56) explain that: Cooperative learning with the jigsaw model has advantages, namely that it can involve all students in learning and at the same time teach others.

Based on the explanation above, it can be seen that an approach is a sequence of assumptions regarding the principles or basics of language teaching and learning. The assumption relating to language teaching and learning, for example, is that the listening and speaking aspects (speaking and listening) should be taught first before the reading and writing aspects (reading and writing).

The cooperative learning approach is a structured and systematic learning strategy, where small groups work together to achieve common goals. The cooperative learning approach is a learning model that involves small, heterogeneous groups and students work together to achieve shared learning goals and tasks. While working together students learn cooperative and social skills.

According to Abdurrahman (1997:5), there are 4 basic elements that enable the creation of cooperative learning, namely:

- a. Positive interdependence
- b. Face-to-face interaction
- b. Individual accountability
- c. Skills in establishing interpersonal relationships

Ardhan stated that learning motivation is a person's activity to achieve superior performance. This learning motivation is an extension of intrinsic motivation which has characteristics, attitudes and behavior such as: perseverance, tenacity, endurance, courage to face challenges, enthusiasm and hard work.

From the descriptions of several experts above, it can be concluded that learning motivation is basically the total psychological driving force of students which creates passion, pleasure and enthusiasm for learning. This motivation has the characteristics of perseverance, tenacity, endurance, courage to face challenges, enthusiasm and hard work which in turn increases learning achievement.

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In connection with learning motivation, it is also said that learning motivation is a very important factor in achieving achievement, both academic achievement and achievement in other fields. Likewise, Hudoyo concluded that motivation is the key to a person's learning success. This description shows how important the role of motivation is in providing passion, enthusiasm and enjoyment in learning, so that motivated students have a lot of energy to carry out learning activities, as well as providing the right direction according to their abilities to achieve goals (learning achievements). Several characteristics of students who have high learning motivation can be recognized during the learning process in class. Brown stated that there are eight characteristics of students who have high motivation, namely:

1. Be interested in teachers
2. Interested in the subjects taught.
3. High enthusiasm and controlling attention and energy towards learning activities.
4. Want to always be part of one class group.
5. Want your identity to be recognized by others.
6. His actions, habits, and morals are always under self-control.
7. Always remember lessons and always study them again at home.
8. Always be controlled by the environment.

In line with this opinion, Makmun stated that the motivation that exists in a person has the following characteristics:

- a. Duration of the activity, (how long is the ability to use time to carry out the activity).
- b. Activity frequency, (how often the activity is carried out in a certain time period).
- c. Persistence, (determination and attachment) to the goal of the activity.
- d. Fortitude, tenacity, and difficulty in achieving goals.
- e. Devotion and sacrifice to achieve goals.
- f. Aspiration level, (intentions, plans, ideals, goals or targets).

- g. Qualification level of achievements or products achieved from their activities.
- h. The direction of his attitude towards the target of the activity.

As explained in the previous section, motivation is closely related to needs, and one of students' needs is achieving learning achievement in each subject. Therefore, Keller emphasized that learning motivation stems from the learning material itself, learning motivation is determined in the situations created by the lesson, if the lesson has full meaning and is related to reality. In line with that, Briggs also emphasized that motivation plays a major role in learning, students will work purposefully and enthusiastically.

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From several opinions regarding learning motivation, it can be concluded that learning motivation is a driving force in learning by providing the best possible learning conditions and situations. In this way, it can provide a sense of curiosity, pleasure in carrying out learning activities, generate enthusiasm, and provide direction to the activity, so that the desired learning objectives can be achieved.

As explained by Sardirman, learning motivation can be divided into two forms: (a) intrinsic motivation and (b) extrinsic motivation. First, intrinsic motivation is motives that become active and their function is not too stimulated from outside because within each individual there is already an urge to do something. "Intrinsic motivation is inherent in the learning situation and meets pupil needs and purposes". This means that intrinsic motivation cannot be separated from the learning situation and can meet students' needs and intentions. The same point was put forward by Thombutgh that intrinsic motivation is the desire to act which is caused by driving factors from within the individual (intrinsic). For example, students learn English with the aim of being able to understand English both spoken and written, not just to get a diploma, or just want to be praised by other people.

In the learning process, students who are intrinsically motivated can be seen from their activities, who are diligent in carrying out learning tasks because they need it, and want to achieve learning goals, not because they want to be praised. In this case, students who are intrinsically motivated will show higher activity in learning. Students like this will only achieve satisfaction if they can solve learning problems correctly, or do assignments well.

Second, extrinsic learning motivation. Sardiman suggests that active motives and their functions are caused by external stimuli. For example, students study because they know they will have an exam tomorrow morning and will get good grades, so they will be praised by their friends. So extrinsic motivation is a form of motivation where learning activities are initiated and continued based on external encouragement.

Based on this description, to create situations and conditions that support the rise of students' learning motivation, teachers use certain learning strategies, for example by

using teaching methods in the learning process. By creating learning situations and conditions in the lives of individual people.

English is not the first language for students at higher level levels. In general, they always find it difficult to learn it. It's understandable because English is very different from their mother tongue. Therefore, lecturers/tutors need several creative and appropriate methods or approaches to improve students' mastery of speaking English better because in this approach students become the center of the teaching and learning process. The four language skills that cannot be separated are: listening, speaking, reading and writing because when students learn to listen, of course they learn to speak, read and write. In order to achieve the four language skills, a teacher needs an approach or method in the teaching and learning process .

Learning outcomes are something related to students' ability to absorb or understand the material presented. According to Mudjiono, learning outcomes are the result of an interaction between acts of learning and acts of teaching. Learning outcomes are given in the form of grades, and are usually influenced by students' abilities and how students engage in learning (Mudjiono, 2006:3)

The expected learning outcomes from each lesson are good and satisfying. However, sometimes things don't go according to everyone's wishes. Learning outcomes are influenced by many factors, but from many of these factors, teachers, the learning methods they use and the learning motivation that students have, influence their learning outcomes. Thus, students, given appropriate time and support, can achieve academic success. It is up to them to ensure that regardless of individual circumstances, when they all receive support, achieving the highest standards is possible. Learning outcomes can show increased skills, knowledge and understanding. The benefits of a successful learning experience and the outcomes for individuals and groups cannot all be defined. Educators are aware of the impact in use. While results and the potential to do more come with successful learning, learners sometimes underestimate their results and do not gain the confidence they need to continue. Assessment is a way of analyzing learning, and allows learners to see their progress, gain confidence and build to recognize it more fully.

From this point of view, researchers suggest that teaching how to learn on their own supported by applied learning methods, finding the most effective learning for learning, increasing their own interest and motivation in learning are very important issues that require special attention. Applying this to language learning, motivation and language learning methods are certainly tools and shortcuts to help students learn English, not only for now but also for future learning.

METHOD

The experimental method will be applied in this study as a research methodology which means giving different treatments to two different study groups. One group is treated as

the experimental group which is given the treatment of teaching method by applying communicative approach while the other group (control group) is given the treatment of learning method by conventional method. In addition, both groups will be given tests to get information about learners' knowledge, about motivation and to find empirical evidence about the effects of the co-operative method. One of them is the Cooperative Learning approach. In this case, researchers focus on using the Cooperative Learning Jigsaw approach because this approach will be more efficient and effective in the process of teaching and learning English. Anita Lie (2004: 29) explains that cooperative learning is not the same as just studying in groups. Implementing cooperative learning procedures correctly will enable educators to manage the class more effectively.

FINDINGS AND DISCUSSION

Research Results and Discussion

Normality test

The normality test is used to determine whether the distribution data is distributed normally or not. P value (sig) score is the number in the sig column of the normality test results table using the SPSS program. In this case, what is used is Kolmogrov-Smirov. The normality test calculation can be in the table below:

One-Sample Kolmogorov-Smirnov Test

		Learning Achievement
N		68
Normal Parameters ^{a,b}	Mean	79.88
	Std. Deviation	4.230
Most Extreme Differences	Absolute	.142
	Positive	.142
	Negative	-.107
Kolmogorov-Smirnov Z		1.174
Asymp. Sig. (2-tailed)		.127

a. Test distribution is Normal.

b. Calculated from data.

Homogeneity Test

Apart from the normality test, one of the prerequisite tests that is most needed to analyze data using two-way ANOVA is the homogeneity test. The purpose of this test is to find out whether the designed group is homogeneous or not. In other words, we have to find out the homogeneity of the groups we are designing.

The homogeneity test for the data was carried out using Levene's test at a significance level of 5%. The results of homogeneity calculations can be seen below:

**Levene's Test of Equality of Error
Variances^a**

Dependent Variable: Learning
Achievement

F	df1	df2	Sig.
.296	3	64	.828

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

Testing Hypotheses

After carrying out normality and homogeneity tests, we can see that the data is normally distributed and the data variance also comes from a homogeneous population. Analysis of learning outcome variables was carried out using a two-way ANOVA test, with the help of SPSS version 20.0 for Windows. The results of the ANOVA test were then continued with an extended test to determine the level of significance between groups (simple effect). In other words, an extended test was carried out to find out which group contributed more to students' English learning outcomes based on cooperative teaching methods and also motivation. Data analysis calculations using the two-way ANOVA test can be seen below:

Tests of Between-Subjects Effects

Dependent Variable: Learning Achievement

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	302.706 ^a	3	100.902	7.204	.000
Intercept	433920.941	1	433920.941	30982.149	.000
A	89.471	1	89.471	6.388	.014
B	94.118	1	94.118	6.720	.012
A * B	119.118	1	119.118	8.505	.005
Error	896.353	64	14.006		
Total	435120.000	68			
Corrected Total	1199.059	67			

a. R Squared = ,252 (Adjusted R Squared = ,217)

The Influence of Cooperative Learning Methods (X1) on English Learning Outcomes (Y).

Testing this hypothesis is by looking at the significance coefficient. If the Sig value > 0.05 , it means H_0 is accepted and H_1 is automatically rejected. On the other hand, if the Sig value is < 0.05 it means that H_0 is rejected and H_1 is accepted automatically. Calculations carried out using SPSS version 20.0 for Windows found that the Sig value for the teaching method was $0.014 < 0.05$ and the calculated F was 6.388. It can be concluded that there is a significant influence of the cooperative Learning Jigsaw method on English learning outcomes. In other words, learning outcomes are influenced by the use of teaching methods.

The Influence of Motivation (X2) on English Learning Results (Y)

Testing this hypothesis is by looking at the significance coefficient. If the Sig value is > 0.05 , it means H_0 is accepted and H_1 is automatically rejected. On the other hand, if the Sig value is < 0.05 , it means that H_0 is rejected and H_1 is automatically accepted.

Calculations carried out using SPSS version 20.0 for Windows found that the Sig value for motivation was Sig 0.012 < 0.05 and F calculated was 6.720 so it can be concluded that there is a significant influence of learning motivation on students' English learning outcomes. In other words, English learning outcomes are influenced by learning motivation.

There is an interactive influence of the Jigsaw Cooperative Learning Method (X1) and Motivation (X2) on English Learning Outcomes (Y).

Testing this hypothesis is by looking at the significance coefficient. If the Sig value > 0.05 , it means H_0 is accepted and H_1 is automatically rejected. On the other hand, if the Sig value is < 0.05 , it means that H_0 is rejected and H_1 is automatically accepted. Calculations carried out using SPSS version 20.0 for Windows found that the Sig value for the cooperative learning jigsaw method was $0.005 < 0.05$ and the calculated F was 8.505. Referring to the two-way ANOVA test, the interaction between teaching methods and motivation on English learning outcomes is significant.

CONCLUSION

Regarding the above analysis, it can be concluded as follows:

1. There is a significant influence of learning methods and motivation together on English learning outcomes at State Islamic Universities in West Java. This is evidenced by the acquisition of Sig. $0.005 < 0.05$ and $F_h = 8.505$.
2. There is a significant effect of learning methods on English learning outcomes at State Islamic Universities in West Java. This is evidenced by the acquisition of Sig. $0.014 < 0.05$ and $t_h = 6.388$.
3. There is a significant effect of motivation on English learning outcomes at State Islamic Universities in West Java. This is evidenced by the acquisition of Sig. $0.012 < 0.05$ and $t_h = 6.720$.

As the effect of interactive effect between learning method and motivation on student learning, further test was conducted using Tukey test.

- a. There is a significant difference in the English learning outcomes of students taught using the jigsaw cooperative learning method between highly motivated students and low motivated students with $\text{sig} = 0.001 < 0.05$.
- b. There is a significant difference in English learning outcomes for students who have high motivation, between students taught using jigsaw cooperative learning method and students taught using conventional method with $\text{sig value} = 0.002 < 0.05$.
- c. There is no significant difference in English learning outcomes for students who have low motivation between students taught using jigsaw cooperative learning method and students taught using conventional method with $\text{sig value} = 0.993 > 0.05$.
- d. There is no significant difference in English learning outcomes for students taught using the conventional method between students who have high motivation and students who have low motivation with a $\text{sig value} = 0.996 > 0.05$

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