



INCREASING STUDENTS' ENGLISH LEARNING ACHIEVEMENT: THE EFFECT OF LEARNING HABIT AND MOTIVATION TO LEARN

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Abstract

This study aims to determine the effect of study habits on learning achievement and the effect of learning motivation on learning achievement in English. Furthermore, it aims to find out together the influence of study habits and learning motivation on learning achievement in English. The research method used is a survey with random sampling technique. The results showed: 1.) There was a significant effect between study habits and students' motivation to study together, which was indicated by the value of $Sig = 0.000 < 0.05$ and the calculated F value = 26.23. 2.) There is a significant influence between study habits on students' English learning achievement, which is indicated by the value of $Sig = 0.001 < 0.05$. 3.) There is a significant effect between learning motivation on students' learning achievement in English, which is indicated by the value of $Sig = 0.003 < 0.05$

Keywords: Learning Achievement, Influence of Study Habits, Learning Motivation

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh kebiasaan belajar terhadap prestasi belajar dan pengaruh motivasi belajar terhadap prestasi belajar bahasa Inggris. Selanjutnya bertujuan untuk mengetahui bersama pengaruh kebiasaan belajar dan motivasi belajar terhadap prestasi belajar bahasa Inggris. Metode penelitian yang digunakan adalah survei dengan teknik random sampling. Hasil penelitian menunjukkan: 1.) Terdapat pengaruh yang signifikan antara kebiasaan belajar dan motivasi belajar bersama-sama siswa, yang ditunjukkan dengan nilai $Sig = 0,000 < 0,05$ dan nilai F hitung = 26,23. 2.) Terdapat pengaruh yang signifikan antara kebiasaan belajar terhadap prestasi belajar bahasa Inggris siswa, yang ditunjukkan dengan nilai $Sig = 0,001 < 0,05$. 3.) Terdapat pengaruh yang signifikan antara motivasi belajar terhadap prestasi belajar bahasa Inggris siswa, yang ditunjukkan dengan nilai $Sig = 0,003 < 0,05$

Kata Kunci: Prestasi Belajar, Pengaruh Kebiasaan Belajar, Motivasi Belajar

I. INTRODUCTION

Education is an endeavor to help develop psychomotoric, affective and cognitive abilities that are very important for students. It is also one of the most necessary elements in the life.

Education is a dynamic power in the life of every individual that affects his mental, physical, moral and social development, or in other terms education is the strength in influencing the abilities, personality and lives of individuals in their meetings and associations with others, as well as their relationship with God.

The problem arising in the world of education, especially in learning activities in schools is the low learning achievement of students. The existence of a value improvement program or re-test held in schools shows that the student's learning achievement is still not good.

The achievement of learning is the level of success of students in mastering the subject matter which is manifested by grades or numbers. The level of student success in education will be assessed through the test of the learning outcome.

Learning motivation is a kind of the internal factors that influences learning achieve-

ment. Motivation to learn can be defined as the overall driving force in students that triggers learning activities, which ensures the learning activities continuity and which provide direction to activities of learning, so that the goals demanded by the learning subject can be obtained (Sardiman 2011: 75).

With high learning motivation, students will be moved to do the activities of learning and always pay attention to the lessons so that the goals of the learning will be easily achieved. In addition to learning motivation, the success of student achievement can also be caused by study habits. Study habits that are structured and well planned will produce an encouragement for students to excel and be responsible for their duties.

Hamalik (2005: 10) suggests that someone who wants to succeed in learning should have good attitudes and study habits. Reinforcing the above statement, Djaali (2014: 127) emphasized that learning outcomes have a positive correlation with study habits or study habits.

Based on the description above, the researcher places more emphasis on the problem of learning English achievement in relation to study habits and student motivation. For this reason, researchers will investigate the effect

of study habits and learning motivation on English learning achievement as outlined in the thesis entitled The Effect of Study Habits and Learning Motivation on English Learning Achievement (Survey at Al Lughah Depok).

II. THEORITICAL REVIEW

Learning Achievement

Jihad and Haris (2009: 14) says that achievement of learning is a form of behavioral change that tends to persist from the psychomotoric, affective and cognitive domains of the learning process carried out within a certain period.

The achievement of English learning can be describe as mastery of skills and knowledge developed by English subjects and shown in the form of numbers that have been given as a result of learning activities obtained by students in a certain period. Students' achievement in learning English is the result that has been achieved by students in English subjects.

To measure and evaluate the level of learning success, it can be done through a learning achievement test (Djamarah 2006: 106). Likewise with English Learning Achievement, that to measure learning achievement it can be done through the English Learning Achievement test.

To measure student achievement, it is distinguished into three types of tests, namely summative test, formative test and diagnostic tests (Arikunto 2009:33-39)

1. Diagnostic tests are tests used to determine weaknesses students so that based on these shortcomings can be given a suitable treatment.
2. Formative tests are tests that are intended to determine students' mastery of the program material as a whole to which students have been formed after participating in a certain program. In terms of experience in school, formative tests can be equated with daily tests.
3. Summative test is an evaluation that is carried out after the end of giving a group of programs. This test can be equated with the general test which is commonly held in the end of the semester.

Generally, the disclosure of learning achievement is excellent if it covers all psychological domains that change as a result of students' experiences and learning processes. However, disclosing changes in behavior in all these domains, especially the psychological domain of students, is very difficult. This is because of the unpredictable changes in learning outcomes.

Meanwhile, in this case, what the teacher can do is only to take a snapshot of changes in behavior that are considered important as student learning outcomes, both those with the dimensions of creativity, taste and those of intention. In this regard, Syah (2008:150-151) states that the measurement of learning achievement can be carried out in three aspects / domains, including the realm of creativity (cognitive), the realm of taste (affective), the realm of intention (psychomotor).

According to the explanation above, it can be said that the learning achievement measurement can be conducted through several kinds of tests, while the indicators of learning achievement (the measured aspects) include the psychomotoric, cognitive and affective domains.

In this research, the English learning achievement measurement was carried out through formative tests (in this case, competency tests or daily tests for these competencies). Thus, measurements were made on the students' cognitive aspects.

Mudzakir and Sutrisno (1997) suggest that the factors that influence learning achievement are generally divided into two, namely external and internal factors.

To find out if someone is successful or not in learning, it is important to do an evaluation, the aim is to find out the achievements obtained by students after the learning process. Achievement means that the results are obtained because of the learning activities that have been carried out. According to Syah (2008) learning achievement is the level of success of students achieving goals set in a program. Meanwhile, according to Djamarah (2006) achievement is an educational assessment of the development and progress of students who are pleased with the mastery of the learning materials presented to them and the values contained in the curriculum.

Learning Motivation

Sardiman (2012) suggested that in learning activities, motivation can be said as the overall driving force within oneself students who lead to learning activities, which guarantee continuity of learning activities, so that the desired by the subject of study can be achieved.

Learning motivation can give strength to someone to carry out learning activities. There is motivation to learn, Then someone will be able to carry out various kinds of activities, especially learning activities so that learning objectives can be achieved.

Khodijah (2014) explains the definition of Motivation learning as a driving force that converts the energy within a person into real activities to achieve goals certain. In other words, motivation is a psychological state that encourages someone to do something. Motivated Learning is a psychological condition that encourages a person to study.

Learning motivation can be interpreted as energy and direction behavior that includes needs, interests, attitudes, values, aspirations and incentives. Needs of knowledge, understanding of the material and the inner drive to achieving achievement goals is the main provision for students to have strong learning motivation.

The notion of learning motivation that is not much different is conveyed by Uno (2013) that learning motivation is an internal and external encouragement for students to make behavior changes, generally with some indicators or elements which supports. Internal and external encouragement to students arises due to intrinsic and extrinsic factors. Intrinsic factors can be in the form of desire and desire to succeed and encouragement of learning needs, hopes for ideals, while extrinsic factors are the existence of rewards, a conducive learn-

ning environment and good learning activities interesting.

According to Hamalik (2011:179) the factors that influence learning motivation are age, physical condition and intelligence strength which should also be considered in this regard. Someone who enter school age, physically fit and have intelligence will be more highly motivated because of their ability to provide convenience in learning activities, while someone who is elderly or sick can certainly resulting in low motivation to learn.

Learning Habits

According to Aunurrahman (2011) learning habit is a person's learning behavior that has been embedded in a relatively long time, so that it characterizes the learning activities.

Habits are behaviors that have been done repeatedly, so that they become automatic, meaning that they take place without thinking.. To be able to practice habits needs quite a long time and must also be supported by repeated repetition sustainable.

Djaali (2008: 128) reveals about learning habit as a method or technique that persists in students at the same time receive lessons, read books, do assignments, and manage time to complete the activities

From the above explanation, it can be said that study habits are the process of forming new habits in student's learning activities with a long time in order to emerge a pattern new behavior that is relatively permanent and automatic.

III. RESEARCH METHODOLOGY

The type of research used in this research is a quantitative explanatory research. The number of samples used in this study was 52 students of Al Lughah. The sampling technique used was random sampling, namely the sample was taken at random.

The data analysis used are:

A. Descriptive Analysis

Analysis of descriptive is needed on the research variables. Based on these data, analysis can be conducted to get many kinds of information. (Umar, 2011)

B. Analysis of regression

Multiple linear regression equation model analysis is used to perform simultaneous regression between dependent and independent variables.

The model of regression used in this study is:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Information:

Y = learning achievement

X_1 = study habits

X_2 = learning motivation

a = constant

b_1, b_2 = regression coefficient

C. F Test

The F test is used to check the impact of independent variables towards the dependent variable simultaneously.

D. T test

This test was done to check the partial significance impact of each independent variable.

IV. RESULTS AND DISCUSSION

Result

Effect study habits (X_1) and learning motivation (X_2) simultaneously on English learning achievement (Y)

The tested hypothesis:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Meaning:

H_0 : there is no influence of learning habits and learning motivation together on learning achievement in English

H_1 : there is a simultaneous influence of learning habits and motivation to study on English learning achievement

Multiple Regression Equation Table
Learning Habit (LH) and Learning Motivation

(LM) Variables on Learning Achievement (LA)

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.320	4.025		1.073	.288		
LH	.735	.219	.422	3.364	.001	.522	1.915
LM	.481	.159	.389	3.087	.003	.522	1.915

a. Dependent Variable: LA

From the above table, It can be stated that there is a significant effect of study habits and learning motivation together on learning achievement in English. This is shown by the value of Sig. $0.000 < 0.05$

Discussion

The multiple regression line equation can be expressed as $\hat{Y} = 4.320 + 0.735 X_1 + 0.481 X_2$. This means that an increase in one score of the variable study habits and learning motivation contributes 0.735 by X_1 and 0.481 by X_2 to the variable of learning achievement in English.

The effect of study habits (X_1) on English learning achievement (Y)

The tested hypothesis:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Meaning:

H_0 : there is no influence of study habits on English learning achievement

H_1 : there is influence of study habits on learning achievement of English

From the table above, it can be stated that there is a significant impact of learning habits on achievement of learning English. This is proven by the value of Sig. $0.001 < 0.05$.

The effect of learning habits (X_1) and learning motivation (X_2) simultaneously on English learning achievement (Y)

The results of the above study conclude that learning habits and learning motivation together have a positive influence on increasing students' English learning achievement Al Lughah Depok. It means that study habits and study habits have a significant influence on improving English learning achievement of Al Lughah Depok students.

The success of students in learning can be influenced by factors from within the individual and from outside the individual. According to Ahmadi (2004: 138) learning achievement obtained by a person is the result of the interconnecting various factors that influence it both from outside (external factors) and from within (internal factors) of individuals. Factors from within the individual, including physical and psychological factors, including motivation and student study habits.

Slameto (2010) states that motivation is a physiological and psychological condition contained in a person and it can measure his actions in a certain way. Motivation can be defined as a person's strength (energy) that can lead to a level of persistence and enthusiasm in conducting an activity, both originating from outside the individual or extrinsic motivation and from within the individual or intrinsic motivation and the strength of an individual's motivation will determine the quality of the behavior they have, both in the context of studying, working and in other life.

Makmun (2003) suggests that to understand individual motivation can be seen from several indicators, including: (1) duration of activity; (2) activity frequency; (3) persistence in activities; (4) fortitude, tenacity and ability to face obstacles and difficulties; (5) devotion and sacrifice to achieve goals; (6) the level of aspirations to be achieved with the activities carried out; (7) the level of achievement or product qualification (output) achieved from the activities carried out; (8) the direction of the attitude towards the target of the activity.

From the statements above, it can be concluded that motivation is a mover from within a person's heart to do the desired thing in achieving a goal. Motivation can also be

said as a design or will to achieve success and avoid / avoid failure in life. In other words, motivation is the process of generating energy by a need that is directed at achieving a goal.

The influence of study habits (X1) on English learning achievement (Y)

From the results of existing research and theories, it can be concluded that study habits have a positive influence on improving Al Lughah Depok's English learning achievement. This means that high learning motivation has a significant effect on increasing English learning achievement of Al Lughah Depok students. Learning habits in terms of students' education are very necessary and play a role in determining the achievement of learning achievement or in general the success of the child himself.

Learning habit is a person's learning behavior that has been embedded in a relatively long time so as to characterize the learning activities he does. Learning habit is the process of forming new habits or improvement of existing repair habits (Syah 2013). The aim is that students acquire attitudes and habits of action new ones that are more precise and positive in the sense of being in harmony with the need for space and time (Djaali 2014).

The effect of learning motivation (X2) on English learning achievement (Y)

From the results of research and existing theories, it can be concluded that learning motivation has a positive influence on increasing Al Lughah's English learning achievement, Depok. That is, high learning motivation has a significant effect on improving English learning achievement for students at Al Lughah Depok.

According to Uno (2013: 3) motivation is an impulse contained in a person to try to make changes in behavior that are better in meeting their needs. According to Purwanto (1993-71) motivation is a stimulus of conscious effort which is used to influence someone's behavior so that they desire to act doing something to achieve certain goals

Meanwhile, Sardiman (2011: 75) argues that motivation is a series of efforts to provide certain conditions, so that someone wants and wants to do something.

Motivation to learn is the overall driving force in students that causes learning activities, it will ensure the learning activities continuity and provide learning activities direction (Winkel 1984:27),

From the above opinion, it can be concluded that learning motivation is a driving or

pulling force that causes a person's behavior towards a certain goal in order to have the will to act in learning.

V. CONCLUSION

In this concluding section, the authors briefly describe the research results obtained in the field. After conducting research and data analysis on the Effect of Study Habits and Learning Motivation on English Learning Achievement, the following conclusions can be drawn:

1. There is a significant effect of learning habits and learning motivation together on the English learning achievement of Al Lughah Depok students. This is evidenced by the value of $\text{Sig} = 0.000 < 0.05$.
2. There is a significant effect of learning habits on students' English learning achievement at Al Lughah Depok. This is evidenced by the value of $\text{Sig} = 0.001 < 0.05$.
3. There is a significant effect of learning motivation on students' English learning achievement at Al Lughah Depok. This is evidenced by the value of $\text{Sig} = 0.004 < 0.05$

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