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The effect of students' motivation and behavior to the learning environment and it implication to students' achievement in learning English

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Info Artikel	Abstrak
Sejarah Artikel: Diterima Januari 2020 Disetujui Februari 2020 Dipublikasikan Februari 2020	Penelitian bertujuan ingin mencari jawaban hipotesis tentang Pengaruh Motivasi Kebiasaan dan Sikap Belajar Terhadap Lingkungan Belajar Serta Implikasi pada Prestasi Belajar Bahasa Inggris Siswa Kelas VIII SMP Pancakarya Tangerang. Pendekatan yang digunakan adalah survey kausal dengan rancangan analisis jalur (_path analysis_). Analisis data menggunakan konsep SEM dengan bantuan aplikasi LISREL. Populasi berjumlah 320 siswa dan sampel yang mewakil seabanyak 177 siswa diambil secara random. Hasil uji hipotesis diperoleh bahwa; (1) Terdapat pengaruh motivasi belajar (X_1) terhadap kebisaan belajar Siswa dengan nilai $t_{hitung} = 8.99 > t_{tabel} = 1.960$; (2) Terdapat pengaruh motivasi belajar terhadap sikap belajar Siswa dengan nilai $t_{hitung} = 5.30 > t_{tabel} = 1.960$ (3) Terdapat pengaruh sikap belajar terhadap lingkungan belajar Siswa dengan nilai $t_{hitung} = 11.92 > t_{tabel} = 1.960$ (4) Terdapat pengaruh motivasi belajar terhadap lingkungan belajar Siswa nilai $t_{hitung} = 4.25 > t_{tabel} = 1.960$ (5) Terdapat pengaruh kebisaan belajar terhadap lingkungan belajar Siswa dengan nilai $t_{hitung} = 7.74 > t_{tabel} = 1.960$ (6) Terdapat pengaruh motivasi belajar terhadap prestasi belajar Bahasa Inggris Siswa dengan nilai $t_{hitung} = 5.25 > t_{tabel} = 1.960$ (7) Terdapat pengaruh kebisaan belajar terhadap prestasi belajar Bahasa Inggris Siswa dengan nilai $t_{hitung} = 7.61 > t_{tabel} = 1.960$ (8) Terdapat pengaruh sikap belajar terhadap prestasi belajar Bahasa Inggris (Y) Siswa dengan nilai $t_{hitung} = 2.23 > t_{tabel} = 1.960$ (9) Terdapat pengaruh lingkungan belajar terhadap prestasi belajar Bahasa Inggris Siswa dengan nilai $t_{hitung} = 6.44 > t_{tabel} = 1.960$. Hasil uji kecocokan model (_Good of statistic_) diperoleh model yang fit yang memiliki nilai Chi-Square = 0,00 dan P adalah 1 (P > 0,05).

Abstract
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This research aims to find out the answer of the hypothesis about the effect of students' motivation and behaviour to the learning environment and it implication to students' achievement in learning English. Survey causal was the approach of this research by using path analysis. Structure Equational Analysis by using LISREL was used to analyse the data. The population was 320 students and the sample was 177 students taken randomly. The result hypothesis was: (1) There was an effect of learning motivation (X1) to learning behaviour with the Value = 8.99 > t t = 1.984; (2) There was an effect of motivation to learning attitude with the value to= 5.30 >t t = 1.984 (3) There was an effect of learning behaviour to learning environment with the value= 11.92 > tt = 1.984 (4) There was an effect of students' learning motivation to learning environment with the value to= 4.25 > tt = 1.984 (5) There was an effect of students' learning behaviour to learning environment with the value to= 7.74 > tt = 1.984 (6) There was an effect of students' learning motivation to learning achievement in learning English with the value = 5.25 > tt = 1.984 (7) There was an effect of learning behaviour to learning achievement in learning English with the value to= 7.61 > tt = 1.984 (8) There was an effect of learning behaviour to learning achievement in learning English (Y) with the value to= 2.23 > tt= 1.984 (9) There was an effect of learning environment to slearning achievement in learning English with the value = 6.44 > tt = 1.984. The correlation test model was a fit model with the value of Chi-Square = 0, 05 and P was 1 (P > 0,00).

Keywords: Motivation, Behavior, Learning environment, Students' achievement, Learning English.

BACKGROUND

In the fact, learning achievement that achieved by students of class VIII of Pancakarya Junior High School batch 2018/2019 with the average scores on three aspects of reading, writing and listening have not exceeded the minimum completeness criteria (Ketuntasan Keriteria Minimal) although the standard of minimum completeness criteria which was determined by the teacher for about 75.00.

It cannot be denied that the up and down of students achievement did not come by itself but there were some factors that affect it. According to the experts, there were two factors that affect students' learning achievement. They were external factor and external factor.

Internal factor is a factor that comes from within students itself which include motivational factor and student learning habit. While external factor, is a

factor that comes from outside students themselves which include attitude towards the condition of the learning environment, and students' perceptions toward the teachers. The relationships or causality between psychological factors towards Student achievement is very complicated to research, because it is not only researched in one direction but between these factors that are directly or indirectly related. Therefore, in order to solve these problems, the relevant statistical techniques are needed. The statistical technique in this term is the Equational Modeling Structure (SEM). The Equational Modeling Structure (SEM) is a statistical technique that combines regression analysis with path analysis and analysis confirmatory (confirmatory analysis) (Haryono S, 2013). The reason why the researcher used this technique (SEM) using LISREL 8.8 was because SEM has strength to estimate the relationship between variables that are multiple relationships. (S. Yamin and Kurniawan, 2008: 3).

Based on the previous explanation, the researcher interested to do a research under the title "The effect of students' motivation and behavior to the learning environment and it implication to students' achievement in learning English at class Vlll of Junior High School of Pancakarya Tangerang".

Based on the above problems, the problems examined in the study can be formulated as follows:

1. Is there an effect of learning motivation on the learning achievement of students of Class VIII of SMP Pancakarya Tangerang?
2. Is there an effect of learning ability on the English learning achievement of Grade VIII Students of SMP Pancakarya Tangerang?
3. Is there an effect of learning attitude on English learning achievement of Grade VIII students of SMP Pancakarya Tangerang?
4. Is there an effect of the learning environment on the learning achievement of students of Class VIII of SMP Pancakarya Tangerang?
5. Is there an effect of the students' attitudes and learning environment to the learning achievement of Class VIII of SMP Pancakarya Tangerang?

According to Muhibbin Shah (2008: 91) learning achievement is "the level of success of students in learning subject matter in school which is expressed in the form of scores obtained from test results on certain subject matter". Meanwhile according to Tu'u Sincere (2004: 75) "learning achievement is the acquisition of knowledge or skills developed by subject matter, usually indicated by test scores or numerical scores given by teachers". Based on this understanding, it can be concluded that learning achievement is the level of student achievement in the school which expressed in the form of numerical grades (http://www.pendukasiekonomi.com).

Lefton (2014: 137) defines motivation as any internal condition in an organism that appears to produce behaviors directed to the goal. These conditions can develop because physiological needs and drives, or because of more complex desires. The other definition of motivation comes from Davidoff (2014: 287) that motivation refers to internal conditions that may arise from a need. From these two definitions, it can be concluded that the key of motivation is the need that function as a strength from an inner active that can influences thinking, feeling, behavior, and interpretation individual values.

The American Journal of Psychology defines "habits, from the standpoint of psychology, are as a way of thinking that is more or less fixed, desirable, or feelings obtained through

repetition of previous mental experiences (Andrews, B. R, 1903). Habitual behavior is often unknown by the people who show it off, because a person does not need to do self-analysis when doing routine tasks. Habits are sometimes mandatory. Old habits are hard to break and new habits are difficult to form because behavioral patterns that are repeated by humans are printed in nerve pathways, but it is possible to form new habits through repetition (Quinn, JM, & Kashy, DA, 2002). A study by Wood and Neal (2007) found that when behavior is repeated in a consistent context, there is a gradual increase in the relationship between context and action.

Student learning attitude is one of the factors that determine the success of student learning. Shah (in Hidayah Erma A, 2014)

Attitude is an internal phenomenon that has an affective dimension in the form of a tendency to respond in a relatively fixed way to objects of people, goods, and so on ". Linkages with learning that positive student attitudes can be seen when the teacher teaches as well as the subjects taught. Conversely, negative attitudes of students towards teachers and subjects taught will have an impact on learning difficulties for students themselves (Shah, 2014). Djaali (in Hidayah Erma A, 2014), "Learning attitude can be interpreted as the tendency of one's behavior when he learns things that are academic". Positive learning attitudes can be raised from outside the student for example from a teacher who is able to provide interesting things in learning process. Students who are interested in the teacher will be positive during the learning process.

The learning environment is everything related to where the learning process is carried out which includes the physical environment and the social environment. The learning environment is very instrumental in creating a pleasant learning atmosphere and can increase the effectiveness of learning for students.

Based on the research formulation, so the hyphothesis of this research can be seen below:
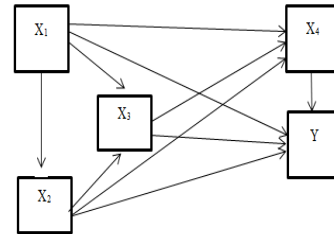
Picture 1. Research Hypothesis

1. There was an effect of learning motivation (X_1) to the students 'learning behavior (X_2) of SMP Pancakarya Tangerang.
2. There was an effect of learning motivation (X_1) to the students' learning behavior (X_3) of SMP Class VIII Pancakarya Tangerang.
3. There was an effect of learning behavior (X_3) to the students' learning environment (X_4) of SMP Class VIII Pancakarya Tangerang.
4. There was an effect of learning motivation (X_2) to students' learning environment (X_4) of SMP Class VIII Pancakarya Tangerang.
5. There was an effect of learning behavior (X_2) to students' learning environment (X_4) of SMP Class VIII Pancakarya Tangerang.
6. There was an effect of learning motivation (X_2) to students' achievement in learning English (Y) of SMP Class VIII Pancakarya Tangerang.
7. There was an effect of learning behavior (X_2) to the students' achievement in learning English (Y) of SMP Class VIII Pancakarya Tangerang.
8. There was an effect of learning attitude (X_3) to students' achievement in learning English (Y) of SMP Class VIII Pancakarya Tangerang.
9. There was an effect of learning environment (X_4) to students' achievement in learning English (Y) of SMP Class VIII Pancakarya Tangerang.

METHODOLOGY

This research was carried out in Pancakarya Junior High School Tangerang batch 2018/2019 and a survey approach with a path analysis design as approach in this research. Data analysis used in this research was the SEM concept by using LISREL application. Structural Equation Model was used to describe the effect of independent variables on the dependent variable.

1. Population

The population is the whole individual who becomes the subject of research. In this research, the population was all students of class VIII of SMP Pancakarya Tangerang batch 2018/2019. So the total population of this research was 320 students.

2. Sample

The sample is part or representative of the population under study. Sampling technique used in this research was random sampling. The size of the sample used refers to the Slovak formula with an error tolerance limit of 5% $n = \frac{320}{1 + 320\,(0.05)^2} = 177$.

3. Research Data

Source data used are primary and secondary data. The secondary data means the data on student achievement in the 2018/2019 taken from odd semester report cards with an average range of 75-100. While the primary data means the data obtained from students after being given questionnaires through survey questionnaires. Questionnaires were related to motivation, learning behavior, learning attitudes and learning environment. The number of statements on each variable is 20 items. In terms of statements, students answer with the following scale: 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always.

RESULT AND DISCUSSION

1. Structural Equations

Structural Equations is a matrix that shows the influence and level of significance of exogenous (independent) variables on endogenous variables (dependent) and the relationship between endogenous variables (dependent). The output results from the Lisrel 8.80 Application are obtained by 4 path equations:
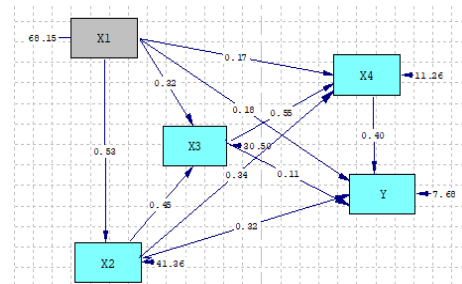
Picture 2. Output 1 Estimate Result

Line Equation 1

$$X2 = 0.53{*}X1, \text{Errorvar.} = 41.36, R^2 = 0.32$$
$$(0.059) \qquad (4.42)$$
$$8.99 \qquad\quad 9.35$$

From equation 1 above that the regression coefficient X_1 over X_2 is 0.53, the standard error is 0.059, the t-test value is 8.99 and the coefficient of determination or R2 = 0.32. It can be assumed that if learning motivation (X_1) is increased by 1 point, then the ability to learn (X_2) will increase by 53% which means learning motivation can explain learning behavior by 32%.

Line Equation 2

$$X3 = 0.45{*}X2 + 0.32{*}X1, \text{Errorvar.} = 30.50, R^2 = 0.49$$
$$(0.065) \quad (0.061) \qquad\quad (3.26)$$
$$6.87 \qquad 5.30 \qquad\qquad 9.35$$

From the equation of line 2 above that the regression coefficient value X2 over X3 was 0.45, the standard error was 0.065; the t-test value was 6.87. If learning behavior (X2) were increased by 1 point, then learning attitude (X3) will increase by 45%. Regression coefficient (X1) for (X3)

is 0.32, standard error of 0.061, t-test value of 5.30. It is assumed that, if learning motivation (X1) was increased by 1 point, the learning attitude (X3) will increase by 32%. Then the coefficient of determination or R ² = 0.49 which means learning habits and learning motivation simultaneously can explain the attitude of learning by 49%.

Line Equation 3

$$X4 = 0.34*X2 + 0.55*X3 + 0.17*X1, \text{Errorvar} = 11.26, R^2 = 0.82$$
$$(0.044) \quad (0.046) \quad (0.040) \quad (1.20)$$
$$7.74 \quad 11.92 \quad 4.25 \quad 9.35$$

From the equation of line 3 above that the regression coefficient value X2 over X4 was 0.34, the standard error was 0.044, the t-test value was 7.74. it can be assumed that, if learning behavior (X2) are increased by 1 point, the learning environment (X4) will increase by 34%. The regression coefficient value X3 over X4 was 0.55 standard error of 0.046, the t-test value was11.92. it can be assumed that if the learning attitude (X3) was increased by 1 point, the learning environment will increase by 55%. The value of the regression coefficient X1 over X4 was 0.17, the standard error was 0.040, the t-test value was 4.25, it was assumed that if motivation to learn (X1) was increased by 1 point the learning environment would increase by 17%. Then the coefficient of determination or R ² = 0.82 which means learning habits and learning motivation, learning attitudes can simultaneously explain the learning environment by 82%.

Line Equation 4

$$Y = 0.32*X2 + 0.11*X3 + 0.40*X4 + 0.18*X1, \text{Errorvar} = 7.68 , R^2 = 0.87$$
$$(0.043) \quad (0.051) \quad (0.062) \quad (0.035) \quad (0.82)$$
$$7.61 \quad 2.23 \quad 6.44 \quad 5.25 \quad 9.35$$

From the path4 equation above that the regression coefficient X2 value of Y is 0.32, the standard error is 0.043, the t-test value is 7.761. it is assumed that, if study habits (X2) are increased by 1 point, the students' English learning achievement (Y) will increase by 32%. The regression coefficient of X3 over Y was 0.11, the standard error was 0.051, the t-test value was 2.23, it was assumed that if the attitude of learning (X3) was increased by 1 point then students' English learning achievement would increase by 11%. The regression coefficient value X4 over Y was 0.40, the standard error was 0.062, the t-test value was 6.44, it was assumed that if the learning environment (X4) was increased by 1 point, the students' English learning achievement (Y) would increase by 40%. The value of the regression coefficient X1 over Y was 0.18, the standard error was 0.035, the t-test value was 5.25, it was assumed that if the motivation for learning (X1) was increased by 1 point the student's English learning achievement would increase by 18%. Then the coefficient of determination or R ² = 0.87, which means learning habits and learning motivation, learning attitude and learning environment, can simultaneously explain the learning achievement of English learning by 82%.

2. BETA

BETA matrix shows the influence among endogenous variables.

	X2	X3	X4	Y
X2	--	--	--	--
X3	0.45	--	--	--
(0.06)				
6.87				
X4	0.34	0.55	--	--
(0.04)	(0.05)			
7.74	11.92			
Y	0.32	0.11	0.40	--
(0.04)	(0.05)	(0.06)		
7.61	2.23	6.44		

From the matrix above, it can be seen that; (a) the effect of learning habits (X2) on learning attitudes (X3) with a correlation coefficient of 0.45 error of 0.06 and t test of 6.87 (b) the effect of learning habits (X2) on the learning environment (X4) with a correlation coefficient of 0.34 error of 0.04 and t test of 7.74 (c) the effect of learning habits (X2) on students' English learning achievement (Y) with a correlation coefficient of 0.32 error of 0.04 and t test of 7.76 (d) the effect of learning attitudes (X3) to the learning environment (X4) with a correlation coefficient of 0.55 errors of 0.05 and t-test of 11.92 (e) the

effect of learning attitudes (X3) on students' English learning achievement (Y) with a correlation coefficient of 0.11 errors of 0.05 and test - t of 2.23 (f) the influence of the learning environment (X4) on students' English learning achievement (Y) with a correlation coefficient of 0.40 error of 0.06 and the t-test was completed by 6.44.

3. GAMMA

GAMMA matrix shows the influence of exogenous (independent) variables on endogenous (dependent) variables.

```
              X1
            --------
      X2    0.53
     (0.06)
      8.99
      X3    0.32
     (0.06)
      5.30
      X4    0.17
     (0.04)
      4.25
       Y    0.18
     (0.03)
      5.25
```

From the matrix above it can be seen that; (a) the effect of learning motivation (X1) on students' English learning achievement (Y) with a correlation coefficient was 0.18, an error was 0.03 and a t-test was 5.25 (b) the effect of learning motivation (X1) on learning habits (X2) with the correlation coefficient value was 0.53, the error was 0.06 and t test was 8.99 (c) the effect of learning motivation (X1) on learning attitudes (X3) with a correlation coefficient value was 0.32 with an error was 0.06 and t test was 5.30 (d) the effect of learning motivation (X1) to the learning environment (X4) with a correlation coefficient was 0.17 with an error was 0.04 and t-test was 4.25.

4. Indirect Effect of X on Y

Indirect Effects of X on Y is the indirect effect of exogenous variables on endogenous variables.

```
      X1
    --------
X2    - -
X3    0.24
     (0.04)
      5.46
X4    0.49
     (0.05)
 9.54
 Y    0.50
     (0.05)
     10 44
```

From the matrix above it can be seen that; (a) the indirect effect of learning motivation (X1) on learning attitudes (X3) through (X2) with a correlation coefficient was 0.24 with an error was 0.04 and t test was 5.46 (b) the indirect effect of learning motivation on the learning environment (X4) through (X2) (X3) with a correlation coefficient was 0.49 with an error of 0.05 and t test was 9.54(C) the indirect effect of learning motivation on students' English learning achievement (Y) through (X2) (X3) (X4) with a correlation coefficient was 0.50 with an error was 0.05 and t test was 10.44.

B. Verification and Matching Model

Verification and validation of the model uses the results of the Lisrel 8.80 program output in the Goodness of Fit Statistics section. Where Goodness of Fit Statistics is the result that gives the meaning of good or bad fit of a model, and the following is the output of the Lisrel 8.80:

Goodness of Fit Statistics
Degrees of Freedom = 0
Minimum Fit Function Chi-Square = 0.0 (P = 1.00)
Normal Theory Weighted Least Squares Chi-Square = 0.00 (P = 1.00)
The Model is saturated, the Fit is perfect!

The result above showed that model has a very good fit because it has a Chi-Square value = 0.00 and P is 1 (P> 0.05). The detail can be seen in the following explanations:

1) Degree of Freedom is the amount of data known minus the number of parameters estimated

2) The model is a summary of the theory that is often stated in mathematical formulations. In the model, the main relationship between the variables of concern is illustrated. A model is stated as "good" if it is able to explain the actual phenomenon with a small error (Sugiarto, 2006) in Sarjono and Julianita (2011)

3) The chi-squared test shows the difference between the observed and expected covariance matrices. Values close to 0 indicate better compatibility; smaller differences between the expected and observed covariance matrices. [Gatignon, H. 2010]

4) Fit means to fit so that the fit model can be interpreted as a description of the relationship that matches between the variables studied.

C. Hypothesis Testing
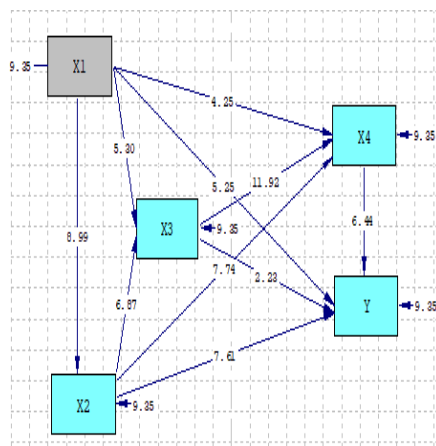
Picture 3. Output 2 Result- t

From Figure 3. Output 2 of the results of the t-test above can be used as the main reference for hypothesis testing. The test criterion is to reject Ho if the value of $t_v \leq t_t$ on db n-1 = 177 – 1 = 176 = 1.960 α 0,05. The hypotheses proposed in this study are as follows:

Hypothesis 1:
Ho : $\rho21 = 0$
Ho : $\rho21 \neq 0$

The value of t_o 5.30 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning motivation (X_1) to the students' learning behavior (X_2) of class VIII of SMP Pancakarya Tangerang.

Hypothesis 2
Ho : $\rho31 = 0$
Ho : $\rho31 \neq 0$

The value of t_o 5.30 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning motivation (X_1) to the students' learning attitude (X_3) of class VIII of SMP Pancakarya Tangerang.

Hypothesis 3
Ho : $\rho43 = 0$
Ho : $\rho43 \neq 0$

The value of t_o 11.92 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning attitude (X_3) to the students' learning environment (X_4) of class VIII of SMP Pancakarya Tangerang.

Hypothesis 4
Ho : $\rho41 = 0$
Ho : $\rho41 \neq 0$

The value of t_o 4.25 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning motivation (X_1) to the students' learning environment (X_4) of class VIII of SMP Pancakarya Tangerang.

Hypothesis 5
Ho : $\rho42 = 0$
Ho : $\rho42 \neq 0$

The value of t_o 47.74 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning behavior (X_2) to the students' learning environment (X_4) of class VIII of SMP Pancakarya Tangerang.

Hypothesis 6
Ho : $\rho y1 = 0$
Ho : $\rho y1 \neq 0$

The value of t_o 5.25 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning motivation (X_1) to the students'

achievement in learning English (Y) of class VIII of SMP Pancakarya Tangerang.
Hypothesis 7
Ho : $\rho y2 = 0$
Ho : $\rho y2 \neq 0$

The value of t_o 7.61 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning behavior (X_2) to the students' achievement in learning English (Y) of class VIII of SMP Pancakarya Tangerang.
Hypothesis 8
Ho : $\rho y3 = 0$
Ho : $\rho y3 \neq 0$

The value of t_o 7.61 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning attitude (X_3) to the students' achievement in learning English (Y) of class VIII of SMP Pancakarya Tangerang.
Hipotesis 9
Ho : $\rho y4 = 0$
Ho : $\rho y4 \neq 0$

The value of t_o 6.44 > t_t = 1.960. It can be said that Ho is rejected and can be simplified that there was the effect of learning environment (X_4) to the students' achievement in learning English (Y) of class VIII of SMP Pancakarya Tangerang.

CONCLUSION

The results of this study have implications for English teachers. It can be used as a foothold in determining priorities, what things should be done for students who take the English learning process at school. From the results of this study it was found that the most dominant variable affecting student achievement in learning English in the class was learning attitude. Therefore teachers must build attitudes on students, so students have a positive attitude towards the subject. In order for student attitudes to be awakened teachers must do things like: a) Give encouragement or motivation to students so that learning achievement is even better; b) Provide enrichment of subject matter; c) Helping students who have difficulty learning with sincerity.

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