

Elementary school students' English accomplishment and the role of learning motivation

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ABSTRACT

The primary purpose of this investigation is to establish whether or not elementary school pupils' levels of intrinsic motivation to learn are correlated with their academic performance. Study participants were treated as if they were samples from a larger quantitative study. This study used a basic random sampling technique to select a sample of 20 participants from a total population of 63. Using a questionnaire to gather information. SPSS 16.0 is used to perform statistical analyses on the data, including mean correlations and calculation of averages. Descriptive quantitative analysis employing Pearson correlation and Cronbach's alpha is employed. results from a questionnaire validity check showing that every statement item passes muster because $r_{count} > r_{table}$. The high value of 0.933 obtained from the Cronbach's alpha test indicates the reliability of the instrument. That's why it's important for teachers to instill in their elementary school kids a love of studying and a hunger for knowledge. Therefore, it is the responsibility of the educator to inspire their pupils to develop an intrinsic motivation to learn English, which will lead to greater levels of engagement and productivity on their part as they work toward mastery of the language.

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INTRODUCTION

Acquiring new information and comprehension is the goal of any learning process. Since learning is an ongoing endeavor, it can take place anywhere and at any time. Learning can be hampered by a number of factors that make it more difficult for students to take in relevant information and knowledge. (Sari, 2018) Learning is an active procedure whereby the learner modifies his or her own behavior. One manifestation of these shifts in behavior is the study of how to cultivate original thought. Open-mindedness, spontaneity, curiosity, and independence are all hallmarks of a learner who is creative. Several internal and external factors affect the development of creative thinking in the classroom. If a person has a genuine interest in expanding his knowledge, he will find ways to study effectively and creatively. (Santosa, 2018).

The significance that language plays in daily life is crucial. In all its forms, from spoken to written to signed, language is founded on a shared set of symbols. The human language system is creative and therefore limitless. It is via language that we are able to share our thoughts, feelings, and experiences with one another. One of the characteristics that sets one country apart from another is the fact that linguistic traditions vary from region to region. It is safe to say that English has a wider reach than any other language in the globe, both because of its status as the official language of several commonwealth countries and because of the fact that it is widely spoken and understood outside of the Commonwealth. (Meisani, 2021) Since we now live in a globalized and technologically advanced period, the English language has assumed a particularly important place in the international community. Someone's access to information and technology can be greatly improved by their command of the English language. Thus, starting the English language course early is crucial. Santrock's findings lend credence to this view. Kids pick up lingo quicker than grownups do. Other studies have found similar positive effects on development from beginning foreign language study at a young age. Students will be able to understand and use English in a variety of settings from the time they enter kindergarten or the equivalent, depending on their ability and maturity. Understanding the importance of motivation in the context of EFL learning is crucial. Students' willingness to learn and their upbeat attitudes are enhanced by the inspiration they feel. (Dauyah & Yulinar, 2018) Since English is a second language, one must put up their greatest effort to master it. and is rarely used in regular conversation. It takes time to become fluent in all the different aspects of communicating in English, such as listening, speaking, reading, and writing. Motivation, innate talent, and exposure all play a role in a person's eventual level of English proficiency.

A student's role and educational experience can be enriched by taking English. Students' motivation plays a significant role in determining their success in learning English. Two types of motivation, internal and external. One of the many approaches to studying English is to encourage students to study harder. Students will do better in school if they have an intrinsic passion to learn and are actively seeking out opportunities to do so; this is because a higher level of learning motivation will influence and improve students' attitudes and actions related to learning, in this example, English.

The definition of motivation offered by KBBI is an internal drive, whether conscious or unconscious, to act toward a goal. Those that are really motivated to succeed will ultimately achieve their goals. To put it simply, motivation is the conscious manipulation of an individual's behavior in such a way that he feels forced to do action in pursuit of a desired outcome. (Hamdu & Agustina, 2011) According to (Dauyah & Yulinar, 2018) A person's energy shifts when they experience an emotion in anticipation of an action in pursuit of a goal. Students need to be self-motivated in order to succeed in school. Students' motivation is crucial to their academic achievement because it drives them to take the actions necessary to achieve their goals.

Succeeding in learning, or "the results gained by someone in their learning effort as reflected on the report card," (Hamdu & Agustina, 2011) Academic success is a crucial metric for evaluating a school's pedagogical methods. It is undeniable, however, that influences beyond the classroom environment have significant impacts on students' academic performance. (Tantra et al., 2014) Student motivation is an important aspect in their success in the classroom. Student motivation plays a crucial part in academic success. In Mc. Donald's view, an individual's motivation arises from a shift in internal energy signaled by the emergence of an emotion and preceded by a response to the presence of a goal. (Mubarok, 2019) Students that are highly motivated will perform better and learn more than their less motivated counterparts. Higher levels of interest and engagement in schoolwork are produced by highly motivated persons (students).

Two broad categories of motivation have been identified: intrinsic and extrinsic. Learning motivation can be either intrinsic (originating inside the individual without the need for external stimulus) or extrinsic (originating from the environment). comprises three key components: (1) the idea that motivation causes a shift in one's energy level, (2) the recognition that one's emotions and sentiments have emerged, and (3) the expectation that one's motivation would be stoked by the pursuit of a goal.. (Mubarok, 2019).

The purpose of this research is to assess the impact that intrinsic motivation has on the English-language proficiency of Sdn Kuluk Leugeut's undergraduates. The study also seeks to identify students' primary sources of motivation for studying in order to boost their performance in English.

That way, educators can pick a strategy that helps them foster classroom environments where students are more engaged, proactive, and inventive in their pursuit of English language proficiency.

METHOD

Quantitative research methods were used in this study. Discoveries that can be attained through the use of statistical procedures or other quantifiable (measurable) methodologies constitute the realm of quantitative research.) (Pratama, 2019). Quantitative research methods, on the other hand, are those grounded in positivism and employed to probe select populations or samples using research instrumentation and quantitative or statistical data analysis in service of hypothesis testing. (Primary, 2019) Elementary school kids from Kuluk Leugeut were used as the sample. 20 pupils were selected at random from a pool of 63, all of whom were in fifth or sixth grade.

FINDINGS AND DISCUSSION

1. Data Analysis Techniques

Validity Test

The term "validity" refers to the process of determining whether or not the questionnaire being used is reliable for measuring the variables of interest. To do this, researchers can use one of two formulas or methods: a correlation of Pearson's behaviors or "behav-eries" and a correlation of items' total scores. (Hakim et al., 2021).

Decision-making fundamentals for the validity check, including:

- Statement items in a questionnaire are considered to have a substantial correlation with the total score acquired if the value of r_{count} is greater than r_{table} , at which point the questionnaire's statement items are considered to be valid.
- If the value of r_{count} is less than r_{table} , then there is no substantial connection between the statement items in the questionnaire and the final score, and the statement items are therefore disqualified.

Reliability Test

The test's dependability indicates how well it can be relied upon to produce accurate results. Multiple measurements of the same or very similar characteristics with the same equipment are indicative of its reliability. (Indonesia, 2014)

All items and questions in the examination questionnaire were subjected to the reliability test collectively. (Hakim et al., 2021)

- If Cronbach's Alpha is greater than 0.70, then the questionnaire or questionnaire can be considered reliable, which is the criterion used in making conclusions about the reliability test.
- In contrast, a questionnaire is considered unreliable if its Cronbach's Alpha value is below 0.70.

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i^2}{S_t} \right\}$$

Description:

r_{11} : Reliability value

\sum : Total variance score for each item

s_t : Total variance

k : Number of items

This research relies on content validity. Learning motivation questionnaire questions are valid if they accurately reflect the purpose of the questions that should be asked. The content validity was determined by calculating the Pearson correlation between each question's score and the composite score obtained from all questions.

Table 1. Validation results

No	rtable	rcount	Description
1	0.422	0.767	VALID
2	0.422	0.828	VALID
3	0.422	0.784	VALID
4	0.422	0.922	VALID
5	0.422	0.425	VALID
6	0.422	0.63	VALID
7	0.422	0.78	VALID
8	0.422	0.828	VALID
9	0.422	0.506	VALID
10	0.422	0.546	VALID
11	0.422	0.67	VALID
12	0.422	0.775	VALID
13	0.422	0.444	VALID
14	0.422	0.576	VALID
15	0.422	0.729	VALID
16	0.422	0.76	VALID
17	0.422	0.549	VALID
18	0.422	0.572	VALID
19	0.422	0.581	VALID
20	0.422	0.778	VALID

If the estimated R value is greater than the R table, then the items on the questionnaire are valid based on the findings of the Pearson Correlation test. For a sample size of 20, the R value in the table is 0.422. Invalid questions are those whose computed R value is less than the R table value. Table 1 displays the results of the validity test for student motivation management. Scores for all statements with a total score have a correlation coefficient greater than 0.422. Based on the data, we can safely conclude that the learning motivation questionnaire for primary school pupils is an accurate and reliable tool for gauging nurse talent management.

Cronbach's Alpha was utilized as a reliability test in this investigation. The reliability of the questionnaire can be determined by the results of the Cronbach's Alpha test. If Cronbach's Alpha is more than 0.6, then the questionnaire can be considered credible.

Table 2. Reliability results

Reliability Statistics	
Cronbac	N of
h's Alpha	Items
,931	20

Table 2 shows the results of a Cronbach's Alpha reliability test for the talent management questionnaire. Results from the statistical test of the Cronbach's Alpha questionnaire's reliability indicate that it has a significant impact on students' desire to learn (> 0.6), as shown in Table 2. This suggests that the effect of learning motivation questionnaire is reliable for gauging the influence of learning motivation in primary school children. The sample was used to retest the instrument for accuracy.

CONCLUSION

Results from this study and others like it reveal that students' intrinsic motivation to learn has a bearing on how well they do in their English classes. Elementary school kids' success in learning English was found to be significantly impacted by their level of intrinsic motivation to study. research shows that intrinsic interest in a given matter predicts better academic performance. Because of this, it is clear that students' interest in learning plays a crucial role in their success academically. Students cannot afford to disregard the importance of this factor in the achievement of learning outcomes if they hope to do well in a given topic.

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