

## The Influence of Distance Learning and Learner Learning Motivation on English Learning Outcomes in Class IX

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**Abstract:** This study uses quantitative research. The goal is to: 1) know the meaning of distance learning towards English learning outcomes, 2) know the learning motivation of students towards English learning outcomes and 3) know the learning strategies of distance learning and student learning motivation towards English learning outcomes. The problems in this study are as follows: 1) is there an influence of distance learning on English learning outcomes? 2) is there an influence of student learning motivation on English learning outcomes? 3) Is there an influence of distance learning and student learning motivation on English learning outcomes? This research method uses the path analysis method. The sample consisted of 36 learners with random sampling technique. Data analysis in this study used questionnaires and documentation. Based on the results of data processing, it was obtained that the calculated t value of 4.476 is greater than ttable by 2.037, and it is known to be sig. (0.00) is smaller than the degree of significance (0.05 ) so H<sub>0</sub> is rejected which means that there is a significant influence between Distance Learning on English learning outcomes. of 2,037 and known sig. (0.00) is smaller than the significance level (0.05) so H<sub>0</sub> is rejected which means that there is a significant influence between learning motivation and English learning outcomes. The conclusion of this study is that there isa significant influence of Distance Learning and student learning motivation on English learning outcomes.

**Keywords:** Distance learning, Learning motivation, Learning outcomes

### Introduction

The distance learning process places learners and educators in different learning situations and separate from one another, thus requiring an interactive telecommunications system to connect between learners and educators and the various data sources needed in it.

In addition to PJJ which affects student learning outcomes, there are also other factors, namely learning motivation. The learning motivation of students needs to be increased, the low motivation to learn will weaken learning outcomes. Students who are highly motivated in learning allow obtaining better learning outcomes meaning that the higher the motivation, the higher the learning outcomes.

Basically, motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals.

From the results of observations of students at SMPI Assuryaniyah, that the level of motivation for student learning is felt to be still lacking, where in distance learning teachers cannot control, observe and accompany student learning activities during the learning process.

Low student learning motivation is also an obstacle to achieving maximum learning outcomes. The learning motivation of learners is influenced by internal and external factors.

The focus of the problems in this study are:

1. Is there any influence of distance learning on English learning outcomes in grade IX of SMP Islam Assuryaniyah, Bekasi City?
2. Is there any influence of students' learning motivation on the results of learning English in class IX of SMP Islam Assuryaniyah, Bekasi City?

## **Theoretical Description**

### **English Learning Outcomes**

Understanding learning outcomes according to Suprijono (2013: 7) learning outcomes are changes in behavior as a whole, not just one aspect of human potential.

According to Jihad and Haris (2012:14) learning outcomes are the achievement of a form of behavior change that tends to settle from the cognitive, affective and psychomotor realms of the learning process carried out within a certain time.

From these various opinions it can be concluded that learning outcomes are the achievement of forms of behavior change that tend to be sedentary (cognitive, affective and psychomotor realms) of a learning interaction as evidence of the success that has been achieved by a person.

The measurement of learning outcomes is expressed in symbols, letters, and sentences that tell the results that have been achieved and the level of student success in studying the subject matter at school expressed in the scores obtained from the test results.

English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce oral and or written texts that are realized in four language skills, namely listening, speaking, reading and writing. It is these four skills that are used to respond to or create discourse in people's lives.

Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain level of literacy.

Rahim (2006: 22) revealed that the characteristic of teaching foreign languages is that students must acquire the ability to use it as a means of communicating and learning to think in the language.

It can be concluded that the communicative approach is one of the appropriate approaches used in learning foreign languages, because the approach emphasizes the function of language as a communication tool so that learners can communicate in a good target language, and facilitate the process of accepting the language.

Learning a language will be meaningful for learners if what they learn is related to their prior knowledge and experience. In another view, language learning must take place by involving its thinking ability in a tiered manner, starting from knowing, understanding, using, analyzing, synthesizing, and evaluating what it learns.

### **Distance Learning**

Distance education (PJJ) has the same meaning as face-to-face education, which is a systematic and planned learning process that is guided by rules in education to realize a better character and personality of students and be useful academically and practically.

The difference between PJJ and face-to-face education lies only in the way it is achieved but the instructional objectives are the same, this can be seen from the planning and organization of learning that minimizes face-to-face and better minimizes the use of learning media in the educational process, for example with the use of technology, communication and information.

The definition of Distance Education (according to Miarso (2004: 34) is an open education with a relatively strictly structured learning program and a learning pattern that takes place without face-to-face or the separation of teachers from students.

Meanwhile, according to setiadi (2005: 1) distance education is a type of education where students are far from educators, so education is not carried out in a face-to-face manner. So the presentation of learning materials to students must be through the media.

Distance education has basic characteristics, namely:

- 1) Teachers and students are not in the same room during the teaching and learning process
- 2) The delivery of teaching materials and the learning process is carried out by utilizing communication and information media
- 3) It emphasizes the way of self-study but there are institutions that regulate it.
- 4) Limitations on face-to-face meetings. Usually face-to-face meetings are carried out periodically between students and teachers or tutors.
- 5) Flexibility in the learning process. In other words, each learner can set their own learning time according to the availability of their readiness time.

## Research Methodology

The study conducted aimed to find out:

1. The effect of distance learning on English learning outcomes in Class IX of SMP Islam Assuryaniyah, Bekasi City.
2. The influence of students' learning motivation on english learning outcomes in Class IX of SMP Islam Assuryaniyah Kota Bekasi.

The research was conducted in class IX of SMP Islam Assuryaniyah, Bekasi City, West Java Province. The research time plan was carried out in semester genap academic year 2020/2021 for three months, namely January - March 20221.

This type of research is quantitative research with path analysis method (Path Analysis).

This Path Analysis is used to determine whether Distance Learning and Learning Motivation have an influence on English Learning Outcomes, a series of data analysis processes will be carried out using Path Analysis including assumption testing, equation models, coefficient of determination analysis, simultaneous tests (f-tests), and partial tests (t-tests).

The research design carried out is seen in the following picture flow, X1 as a free variable, namely distance learning on English learning outcomes and X2 as a free variable, namely learning motivation towards English learning outcomes, while Y as a bound variable is English learning outcomes. How does X1 and X2 affect Y.

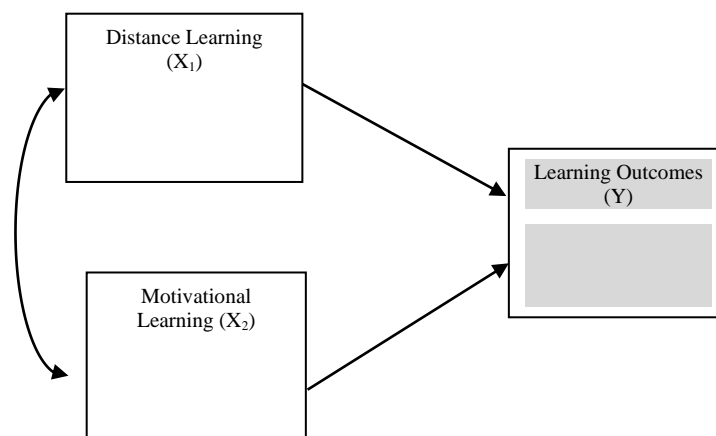


Figure 1 Path Analysis Combined Model

Information:

- X1 = Distance Learning  
X2 = Learning Motivation  
Y = English Learning Outcomes

The sampling technique in this study is the method used to take samples. One of the representative ways of sampling is random which means that each individual has an equal chance of being sampled. In this study, the sampling technique used was random sampling.

The questionnaire in this study is a measuring tool to determine the level of student satisfaction with distance learning and also to find out the high low motivation of student learning. Meanwhile, the report card value is used to collect data on learning outcomes.

## Research Results

In determining the conditions and degree of conformity of each variable, the researcher makes categorizations in the interval line with the following steps:

- a. The total number of samples was 35 people and the largest scale value (SS) was 5 while the smallest scale value (STS) was 1.
- b. Then the ideal score is  $5 \times 35 = 175$  and the smallest score is  $1 \times 35 = 35$ . So the smallest percentage value is,  $\% \text{ Smallest} = (\text{Smallest Value} : \text{Largest Value}) \times 100\% = (35:175) \times 100\% = 20\%$ .
- c. The value of the interval is obtained by means of,  
 $\text{Interval} = (\text{Largest } \% - \text{Smallest } \%)$ : Many Categories of Interpretation  
 $\text{Interval} = (100\% - 20\%)$ : 5 = 16%

So that a percentage interval value of 16% is obtained.

Therefore, from the calculations above, the results of the interpretation categories can be formed in the table below:

Table 1. Score Interpretation Categories

Interval	Categories Interpretation Score
20,00% - 36,00%	Very Unkind
36,01% - 52,00%	Bad
52,01% - 68,00%	Enough
68,01% - 84,00%	Good
84,01% - 100%	Excellent

Overall, the Distance Learning variable with 25 item statements and the number of respondents was 35 people, obtained a score of 2792 with a percentage score of 63.8%.

Based on the category of interpretation of the score in the picture above, it can be seen that the respondent's response to the 25 items of statements submitted regarding Distance Learning is included in the sufficient category. This shows that the perception given by students regarding Distance Learning in Class IX of SMP Islam Assuryaniyah is considered sufficient.

Overall, the Learning Motivation variable with 25 item statements and the number of respondents was 35 people, obtained a score of 2784 with a percentage score of 63.6%.

Based on the category of interpretation of the score in the picture above, it can be seen that the respondent's response to the 25 items of statements submitted regarding Learning Motivation is included in the sufficient category. This shows that students' perceptions of Class IX Learning Motivation of Assuryaniyah Islamic Junior High School are considered sufficient.

Based on the calculation of English Learning Outcomes in students in Class IX of SMP Islam Assuryaniyah, it ranges from 60 to 87 with an average score of 74.56.

Path Analysis is used to determine whether Distance Learning and Learning Motivation have an influence on Cultural Arts Learning Outcomes, a series of data analysis processes will be carried out using Path Analysis including assumption testing, equation models, coefficient of determination analysis, simultaneous tests (f-tests), and partial tests (t-tests).

Table 2. Testing the Correlation Coefficient of Distance Learning and Learning Motivation with English Learning Outcomes  
**Correlations**

		Distance Learning	Learning Motivation	Learning Outcomes
Distance Learning	Pearson Correlation	1	.829**	.884**
	Sig. (2-tailed)		.000	.000
	N	35	35	35
Learning Motivation	Pearson Correlation	.829**	1	.838**
	Sig. (2-tailed)	.000		.000
	N	35	35	35
Learning Outcomes	Pearson Correlation	.884**	.838**	1
	Sig. (2-tailed)	.000	.000	
	N	35	35	35

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS 23.0 Data Processing

By using the SPSS 23 program, the results of the correlation value as shown in the table above Distance Learning with English Learning Outcomes have a strong positive relationship with a correlation coefficient of 0.884 with a sig value of 0.00 less than 0.05, then a significant relationship.

Likewise, the relationship between the Learning Motivation variable and English Learning Outcomes also has a very strong positive relationship with a correlation coefficient of 0.838 with a sig value of 0.00 less than 0.05, which is a significant relationship. Meanwhile, Distance Learning with Learning Motivation has a very strong positive relationship with a correlation coefficient of 0.829 with a sig value. by 0.00 less than 0.05 then the relationship is significant.

Structural models based on standardized coefficients of Distance Learning and Learning Motivation towards English Learning Outcomes in Class IX of SMP Islam Assuryaniyah are:

$$Y = \rho_{yx1}X_1 + \rho_{yx2}X_2 + \varepsilon$$

$$Y = 0.604(X_1) + 0.338(X_2) + \varepsilon$$

Information:

X1 = Distance Learning  
X2 = Learning Motivation  
Y= English Learning Outcomes

$\rho_{YX1}$   $\rho_{YX1}$  = Distance Learning path coefficient to English Learning Outcomes  
 $\rho_{YX2}$   $\rho_{YX2}$  = Coefficient of Learning Motivation path to English Learning Outcomes  
 $\varepsilon$  = residual variable

Based on the path equation on the relationship of Distance Learning and Learning Motivation to English Learning Outcomes, the meaning is obtained:

$\rho_{YX1}$  = 0.604

Shows that Distance Learning has a direct influence of  $(0.604)^2 \times 100\% = 36.5\%$  on English Learning Outcomes  
 $pyx^2 = 0.338$

Shows that Learning Motivation has a direct influence of  $(0.338)^2 \times 100\% = 11.4\%$  on English Learning Outcomes.

If the equation of the model above is depicted will be obtained as in the figure below,  
 Combined substructures:

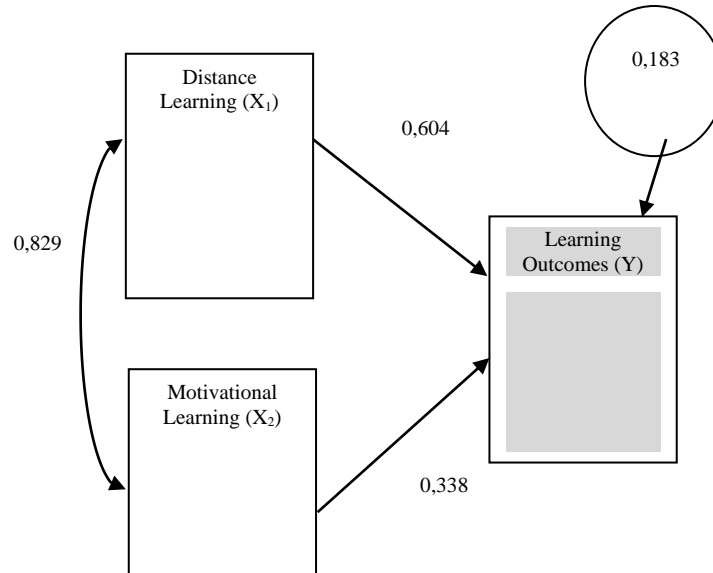


Figure 2 Path Analysis Combined Model

The magnitude of the simultaneous influence can be known through the results of calculations as follows:

Table 3 Coefficient of Determination Analysis  
 Model Summary<sup>b</sup>

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904 <sup>a</sup>	.817	.806	2.45277

a. Predictors: (Constant), Learning Motivation, Distance Learning

b. Dependent Variable: Learning Outcomes

Source: SPSS 23.0 Data Processing

From the results above, it can be seen that the multiple correlation value (R) of Distance Learning and Learning Motivation with English Learning Outcomes is 0.904 so that the correlation coefficient shows a very strong relationship between Distance Learning and Learning Motivation with English Learning Outcomes. Using the formula, the coefficient of determination is obtained as follows:

$$KD = R^2 \times 100\%$$

$$KD = (0.90542 \times 100\% = 81.7\%$$

Based on the value of R<sup>2</sup> in the table above or with the calculations above, it can be seen that the influence simultaneously or jointly distance learning and learning motivation on English Learning Outcomes has a coefficient of determination value of 0.817 and the magnitude of the residual coefficient is  $1 - R^2 = 0.183$ . This means that these results indicate that the variables distance learning and learning motivation have an influence of 81.7% on English Learning Outcomes while the remaining 18.3% are influenced by other variables outside the unknown model.

In the first hypothesis, namely the effect of Distance Learning on English Learning Outcomes, it was obtained that the calculated t value of 4.476 is greater than the Table t of 2.037, and it is known to be sig. (0.00) is smaller than the level of significance (0.05) so that H<sub>0</sub> is rejected which means that there is a significant

influence between Distance Learning on English Learning Outcomes, with a positive value path coefficient that indicates that the better Distance Learning, the more impactful the English Learning Outcomes will have an impact on English Learning Outcomes which is getting higher and vice versa if Distance Learning gets worse, it will have an impact on English Learning Outcomes getting lower.

In the second hypothesis, namely the influence of Learning Motivation on English Learning Outcomes, it is obtained that the calculated t value of 2.503 is greater than ttable by 2.037 and is known to be sig. (0.00) is smaller than the level of significance (0.05) so that H0 is rejected which means that there is a significant influence between Learning Motivation on Learning Outcomes which shows that the higher the Learning Motivation, the higher the Learning Outcomes, and vice versa, the lower the Learning Motivation, the lower the Learning Outcomes, the lower the English Learning Outcomes.

Simultaneous Test (F-test)

Statistical Hypothesis:

H0 :  $YX1 = YX2 = 0$

There is no significant influence between Distance Learning and Simultaneous Learning Motivation on English Learning Outcomes in Class IX of SMP Islam Assuryaniyah

Ha :  $YX1 \neq YX2 \neq 0$

There is a significant influence between Distance Learning and Simultaneous Learning Motivation on English Learning Outcomes in Grade IX of SMP Islam Assuryaniyah.

## **Conclusions and Suggestions**

### **Conclusion**

Conclusions that can be drawn are based on the results of data analysis and discussion of research results on "The Influence of Distance Learning and Student Learning Motivation on Learning Outcomes of English Subjects in Class IX of SMP Islam Assuryaniyah. ", then the following points of conclusion are obtained:

1. There is an influence of Distance Learning on the learning outcomes of English subjects that are significant, with a positive value path coefficient that shows that the better distance learning, the higher the English Learning Outcomes. Vice versa, if Distance Learning gets worse, it will have an impact on English Outcomes.
2. There is an influence of student learning motivation on the learning outcomes of translated English subjects , with a value positive path coefficient that shows that the higher the Learning Motivation, the higher the Learning Outcomes, the higher the English Learning Outcomes , and vice versa, the lower the Learning Motivation, the lower the Learning Outcomes, the lower the English Learning Outcomes.

### **Suggestion**

Based on the results of the research discussion and conclusions, the suggestions that need to be put forward are as follows:

1. It is expected that distance learning activities must have adequate facilities and infrastructure, especially the use of the internet network as the main means of organizing Distance Learning activities.
2. The results of this study are expected to be a reference for further research that conducts research on Distance Learning and student learning motivation towards learning outcomes
3. The results of this study are expected to be used by subsequent researchers who will conduct research related to the improvement of this research, which still has many shortcomings and is also still not equipped, in order to provide an overview for subsequent researchers about Distance Learning and student learning motivation for learning outcomes, especially English subjects.

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