

The Effect of Motivation and Discipline toward English Reading Achievement

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Abstract: The purpose of this study was to determine the influence of motivation and discipline to learn together the learning achievement of the students' English reading. Knowing the influence of motivation to learn to read English learning achievement of students. As well as determine the effect of the discipline of learning to read English learning achievement of students. This study uses survey, The population in this study is total VIII classes totaling 90 learners, while the number of samples by using the formula obtained 90 respondents Slovin, The results showed that there is significant influence learning motivation of independent variables (X1) and the Discipline of Learning (X2) jointly against English Reading Achievement (Y). There is a significant influence of independent variables X1 (Motivation) on the dependent variable Y (Achievement Learning English Reading). There is a significant influence of independent variables X2 (Discipline Study) on the dependent variable Y.

1 BACKGROUND

Of the many factors that can affect student achievement motivation factor and discipline students' learning needs attention in order to achieve teaching objectives.

As a basic assumption can be said that if the students' motivation high and positive student discipline, it would be a good learning performance. This is due to motivation is a factor that can motivate a person to obtain the desired achievement. While discipline is an effective internal dimension phenomenon in the form of a tendency to react or respond to an object, either positively or negatively. (Shah, 2000: 135).

In the process of learning and teaching, a student needs to have discipline discipline by doing exercises that strengthen itself to always accustomed to obey and heightens the power of self-control. Discipline arising from his own consciousness will be more encouraged and durable than the discipline that arises because of the scrutiny of others.

As mentioned by Sincere Tu'u (2004: 37) that the emerging discipline for self-awareness, the students excel in learning, without the discipline of good teaching and learning-conducive. Students who have a strong motivation will determine the level of achievement or failure of the learning activities of students, motivated learning is essentially learning appropriate to the needs, drives, motives, interests, which exist on students. Motivation is part of the principles of teaching and learning for motivation to be one factor that determines the effective learning (Djamarah, 2000: 123)

In relation to learning, motivation is closely related to self-actualization needs that motivation greatest effect on students' learning activities. If there is no motivation to learn in students, it will cause a feeling lazy to learn well in following the process of teaching and learning and working on individual tasks of teachers. People who have high motivation in learning will arise great interest in doing the task, build discipline and learn healthy habits through the preparation of study schedules and execute it diligently.

Based on the above it is clear that the motivation is very important in the learning process, because the motivation to encourage students to undertake certain activities related to teaching and learning.

Discipline and high motivation to learn important owned by each student for discipline and high motivation to learn will help students learn in a focused and organized so as to create an effective learning environment.

But in fact the field may be said, that every student is different in learning motivation and attitude toward a subject taught in schools, so that the learning achievement was different. Things like this can happen there are any subjects including English, and can be found on the achievements of learning to read English.

Based on the observations of the author at the time of observation to SMPN 23 Bekasi, student achievement in the subjects of English can be seen in the table below.

Table 1: Student achievement in the English subject

No.	School year	KKM	The average value
1.	2011 - 2012	70	68
2.	2012 - 2013	71	69
3.	2014 - 2015	72	69

Source: The average value of SMPN 23 Bekasi

English is a very important lesson for the students, because the students' English language can open wider and able to follow the flow of the advance of technology and information. However, English is still very much a scourge for students, many students still felt burdened in learning English especially in reading (reading) English.

It can be seen from reading the English learning achievement of students who are still below the passing standard. So we can conclude there is still a low motivation and discipline in learning English, especially in reading.

This is why researchers conducting research with the aim to determine:

Effect of motivation and discipline to learn together the learning achievement of the students' English reading.

Influence the motivation to learn to read English learning achievement of students.

Influence the discipline of learning to read English learning achievement of students.

2 RESEARCH METHODS

This research carried out in junior high school students in the city of Bekasi. The research was carried out in stages, namely at the stage of preparation researchers in July 2015 through February 2015. The detailed implementation of a research can be seen in the table below.

This study used survey method. Survey methods conducted to determine the effect of variable to variable Y X1, X2 variable influence to variable Y and the influence of two independent variables X1 and X2 to variable Y.

Thus, researchers will reveal the effect of learning motivation (X1) to the achievement of learning to read English language learners (Y), the effect of learning discipline (X2) on the achievement of learning to read English learners (Y) and the effect of learning motivation (X1) discipline of learning (X2) together to achievement learn to read English learners (Y).

The sample in this study determined from the total population. The first phase determines the sampling technique, in this study used multiple stage sample. Namely, a sample drawn from population groups, but not all members of the group become members of the sample population (Moh. Nazir, 1983: 332)

In accordance with the opinion of M. Nazir, in this study, researchers set VIII classes totaling 90 learners as population.

Further determination of the research sample study was randomly (random sampling). The sampling technique used Slovin formula (Ridwan and Engkos A. Kuncoro. 2011: 49), namely:

$$a. n = \frac{N}{Nd^2 + 1}$$

Information :

n = Number of Samples

N = Total Population

d2 = Precision (set at 10% with 95% confidence level)

Steps are being made to take samples of the study are:

Set a whole population of learners class VIII SMPN 23 Bekasi and SMPN 24 Bekasi, totaling 500 students, consisting of 12 classes.

Specifies the number of samples by using the formula obtained by the number of 90 respondents Slovin.

Data collected by using a questionnaire form research instrument. The scale of assessment for all of the variables have a selection of five categories response, namely: (a) Strongly agree, (b) Agree, (c) Neutral, (d), Disagree and (e) Strongly disagree. Answer given weight value to 1. Instruments tested before use in the research. From the achievement testing is used to get the research data, with the five-point scale questionnaire. The instrument is based on the theories used. Questionnaires were distributed to students who were respondents in this study.

The variables in this study consisted of two independent variables and the dependent variable. The independent variable was the motivation to learn Siwa and discipline of study, while the dependent variable was the focus of the research is the achievement of learning English.

In this study, there are three instruments that will be tested, namely the instrument of learning motivation, discipline and learning achievement students learn to read English.

In the descriptive analysis will be carried out engineering data presentation in the form of a frequency distribution table, chart polygons and histograms for each variable of the study. In addition, each group of data variables of learning

motivation (X1), the discipline of learning (X2) and the achievement of learning to read English (Y) will be processed and analyzed measures of central tendency and layout as the mean, mode and median as well as the size of the deviation of such range, variance, standard deviation, skewness and kurtosis. The processing to test the descriptive analysis was conducted using SPSS 22.0.

3 RESEARCH RESULT

Data collected and already tested the item discrimination, reliability test, the prerequisite test (test for normality of distribution and relationship linearity test) as a precondition perform data analysis. The hypothesis in this study were tested using regression analysis. Implementation analysis using SPSS version 20.0 and the results are reported as follows:

3.1 Relationship between Variable Simultaneous

Pro-social behavior as dependent variables, religiosity and the tendency of authoritarian parenting as an independent variable has met the test for normality of distribution and relationship linearity test. Relationships between variables simultaneously. SPSS 20.0 statistical calculation results with the technique of regression F regression = 0.7758; p = 0.001 < 0.01 (significant). Means there is a significant relationship between religiosity and the tendency of authoritarian parenting with pro-social behavior.

3.2 Relationship between Variable Partial

SPSS 20.0 statistical calculation results with the partial correlation obtained partial r = 0.94; t regression = 0.803; p = 0.425 > 0.05 (not significant). Means there is no significant relationship between religiosity and pro-social behavior of adolescents. This means that the rise and fall of religiosity, is not followed by ups and downs of teenage pro-social behavior. This means that religiosity cannot be used as predictors of pro-social behavior change in adolescence.

SPSS 20.0 statistical calculation results with the partial correlation obtained partial r = -0.395; regression t = -3.644; p = 0.001 < 0.01 (significant). Means there is a very significant negative correlation

between the tendency of authoritarian parenting with pro-social behavior, increasingly authoritarian upbringing in boarding the adolescent more pro-social behavior. Therefore, the tendency of authoritarian parenting can be used as a prediction of the rise and fall of pro-social behavior of teenagers.

3.3 Donations Effective in Overall

Effective contribution to the overall result of R square (coefficient) of 0.177, which means 17.7% variable pro-social behavior is determined by variable religiusitas and the tendency of authoritarian upbringing, the remaining 82.3% is determined by other variables not examined in this study.

4 DISCUSSION

4.1 Variable Learning English Reading Achievement (Y)

Data read English learning achievement test results obtained from 32 rounds of multiple choice questions, which are obtained from the respondents had an average of 67.83 with a standard deviation of 10.58, a median of 67.50, the minimum score 38 and score 88. This maksimum showed that the average achievement of learning to read English from respondents included being. Standard deviation score of 10.58 or equal to 156% of the average, show differences between respondents' answers is small. This indicates that the score data read English learning achievement of the respondents are quite varied.

From these descriptions can also be seen that the average value and and a middle value (median) is almost the same, namely 67.83 and 67.50. This shows that learning achievement score data read English in this study is quite representative. While the score is above the average more than those who are under the average, suggesting that students who have high achievement more than the low.

4.2 Variable Motivation (X2)

Learning motivation scores obtained from the respondents averaged 104.14 with a standard deviation of 10.54, 104.00 median, minimum score 78 and score maksimum 128. The number of the questions are valid in this instrument are 30 items with a maximum score of each the questions is 5,

then the theoretical score range is 30 to 150. scores standard deviation of 10.54 or equal to 10.1% of the average, show differences between respondents' answers were moderate. This indicates that the data score motivation to learn of the respondents are quite varied.

From these descriptions can also be seen that the average value and and a middle value (median) is almost the same, ie 104.14 and 104.00. This suggests that learning motivation score data obtained in this study are representative. While the score is above the average more than those who are under the average score data show that high motivation to learn more than the low.

4.3 Learning Discipline variable (X1)

Scores discipline of study obtained from the respondents had an average 89.77 with a standard deviation of 8.88, the median is 89, minimum score 71 and score maksimum 112. The number of the questions are valid instruments Learning Discipline is 24 grains with a maximum score of each the questions is 5, the theoretical score range is 24 to 120. scores standard deviation of 8.88 or equal to 9.89% of the average, show differences between respondents' answers is small. This suggests that the discipline of learning of the respondents are quite varied.

From these descriptions can also be seen that the average value and the median is almost the same, namely 89.77 and 89.00. This suggests that the Learning Discipline score data in this study is quite representative. While the score is above the average more than those who are under the average shows that students who have a high Discipline Learning more than low.

5 TESTING REQUIREMENTS ANALYSIS DATA

The calculation result of normality test, sig for variaabl achievement adalah0,066 learn to read English, the motivation of 0.200, and variable learning discipline of 0.056, which means that all values of each variable sig is greater than 0.05, so H0 is accepted, with another said that the data from all the samples in this study normal distribution.

Linearity test of the results obtained, the value in column Deviation fromLinierity Sig line is 0.680,

which means greater than 0.05, so H_0 is accepted, in other words that the regression line between the variable X_1 and Y is linear. Values in column Deviation from Linearity Sig line is 0.083, which means greater than 0.05, so H_0 is accepted, in other words that the regression line between the variable X_2 and Y are linear.

In the test results multikolinearitas in mind that the results of Tolerance and the value of Variance Inflation Factor (VIF) in each variable approaches the number one. Based on the calculation results obtained SPSS tolerance values of 0.835 and 1.197 VIF. So that there is no regression model multicollinearity problem.

At this stage of hypothesis test obtained multiple correlation coefficient independent variables motivation (X_1) and the Discipline of Learning (X_2) together on Learning Achievement English Reading (Y) is equal to 0.545, this indicates that there is a relationship being between the variables of motivation (X_1) and the Discipline of Learning (X_2) jointly against English Reading Achievement (Y).

The calculation of multiple correlation coefficient significance testing can be seen in the significant mark (α) on the RDI column of Table 4.6 .. From these calculations showed that the correlation coefficient was significant, in other words that there is a significant influence of the independent variable motivation (X_1) and the Discipline of Learning (X_2) jointly against English Reading Achievement (Y).

While the determination coefficient of 29.7% indicates that the contribution of independent variables motivation (X_1) and the Discipline of Learning (X_2) jointly against English Reading Achievement (Y) was 29.7%, the remaining 70.3% for the influence of other factors.

6 INTERPRETATION OF RESULTS

6.1 Effect of Motivation and Discipline Learning Together against English Reading Achievement

The results showed a significant influence learning motivation and discipline to learn together against English Reading Achievement. This can be proved

by $\text{sig} = 0.000 < 0.05$, and $F_{\text{count}} > F_{\text{table}}$, where $F_{\text{count}} = 18.369$ and $F_{\text{table}} = 3.101$.

The learning achievement is influenced by internal factors are factors that come from within the students among others factors, intelligence, interest, motivation, talent and external factors such as factors of teachers, curriculum, and methods pembelajaran. According Sudjana (2010: 22), academic achievement is the ability of the students after receiving a learning experience. Furthermore Wahidmurni, et al. (2010: 18) explains that a person can be said to have been accomplished in the study if he is able to indicate a change in him. Such changes in between in terms of thinking ability, skill, or attitude toward an object.

1. Readers who either hold a strategic role and play an active role in the process of reading
2. Reading should occur in the context of meaningful

Motivation to learn is a process of encouragement, direction and persistence of behavior. In other words motivation as an energy change in the person of a man marked by the onset affective (feeling) and the reaction to achieve the goal. Indicator motivation of students can be seen through the following matters:

1. The motivation of self (internal) include happy, achievement, compete, award ideals/goals, excellence and confidence/recognized.
2. Motivation from outside the student (external) include parents, family, friends, teachers and the community.

Furthermore, discipline is an attitude, behavior or actions of learners to undertake learning activities in accordance with the decisions, regulations, and norms set forth in writing, whether or not in writing between learners and teachers in order to gain mastery of knowledge, skill, and wisdom.

With the motivation and discipline of higher learning owned by a student, then these students will strive to achieve the highest achievement, including the achievement in learning to read English. He will try to follow each lesson well, always trying to improve the knowledge, understanding, skills and attitudes in the learning value that ultimately will increase learning achievement.

Of quantitative information and the theory researchers concluded that there is significant influence learning motivation and discipline to learn together to achievement learn to read English.

6.2 Influence Achievement Motivation to Learn to Read English

The study concluded there is significant influence learning motivation towards learning English achievement. Hal Reading Language can be evidenced with $\text{sig} = 0.000 < 0.05$, and $t > t$ table, where $t = 4.105$, and the table = 1.987.

The learning achievement is influenced by internal factors are factors that come from within the students among others factors, intelligence, interest, motivation, talent and external factors such as factors of teachers, curriculum, and methods pembelajaran. According Sudjana (2010: 22), academic achievement is the ability of the students after receiving a learning experience. Furthermore Wahidmurni, et al. (2010: 18) explains that a person can be said to have been accomplished in the study if he is able to indicate a change in him. Such changes in between in terms of thinking ability, skill, or attitude toward an object.

Many factors affect the readability. The principles of reading which is based on research that most affect reading comprehension is as stated below:

1. Comprehension is the process of social constructivist
2. Literacy balance is a curriculum framework that fosters understanding
3. Reading professional teacher (superior) affect student learning
4. Readers who either hold a strategic role and play an active role in the process of reading
5. Reading should occur in the context of meaningful

Of quantitative information and the theory, the researchers concluded that motivasibelajar have a significant impact on the achievement of learning to read English

6.3 Discipline Influence on Learning Achievement Learning English Reading

The results showed a significant influence on the discipline of study English Reading Achievement. This can be proved by $\text{sig} = 0.018 < 0.05$, and $t > t$ table, where $t = 2.408$, and the table = 1.987.

With a high learning discipline owned by a student, then these students will seek an orderly fashion to achieve higher performance, including the achievement in learning to read English. He will try to follow the discipline of each lesson well, always trying to improve the knowledge, understanding, skills and attitudes in the learning value that ultimately will increase learning achievement.

7 CONCLUSION

- a. There is a significant influence of independent variables Motivation (X1) and the Discipline of Learning (X2) jointly against English Reading Achievement (Y), this can be proved by the $\text{Sig} = 0.000 < 0.05$ and $F \text{ count} = 18.369$. Motivation independent variable (X1) and the Discipline of Learning (X2) together accounted for 29.7% of the English Reading Achievement (Y).
- b. There is a significant influence of independent variables X1 (Motivation) on the dependent variable Y (Achievement Learning English Reading). This can be evidenced by the $\text{Sig} = 0.000 < 0.05$ and $t = 4.105$,
- c. There is a significant influence of independent variables X2 (learning discipline) on the dependent variable Y (Achievement Learning English Reading). It can be evidenced by the $\text{Sig} = 0.018 < 0.05$ and $t = 2.408$.

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