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Research Article

The Contribution of Guidance to English Learning Motivation

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Abstract.
The purpose of this research is to describe the relationship between learning guidance and learning motivation. This study appliaed descriptive correlational research type. The data was obtained from 75 students as the samples by random sampling technique. The instrument used in this research was questionnaire. The data was analyzed by using SPSS program. The result of this study shows that the correlation between gudance and learning motivation was 0.30. The contribution of guidance was 9% to learning motivation variable.

Keywords: English learning; learning guidance; learning motivation

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1. Introduction

Teacher is a determining factor for the high and low quality of students' learning. The task of the teacher besides being an educator is also a teacher. The teacher has made many efforts to improve the quality of student learning, both through preparation of learning materials to be interesting for students, implementing a variety of teaching and learning strategies and relevant methods, formulating rational teaching goals, to providing illustrations in explaining the lesson, and using teaching aids or instructional media that are appropriate to the subject matter so that the teaching and learning in the class can run more effectively.

One of the roles of the teacher in teaching is to provide motivation to students. The teacher is obliged to provide motivation to learn to students [1, p. 101], [2], because the learning motivation can be an incentive for the students to study harder [3],[4]. If the students' learning motivation becomes decrease, the teacher is obliged to make other efforts so that they still have motivation to learn. Students who have high learning motivation must continue to be maintained, if it is possible, it can be continued to be improved again, and for students who have low learning motivation, it is expected that

the teacher continues to explore and look for the factors that caused students to be less motivated to learn [5], [6].

There are many factors that can increase students' learning motivation, one of which is guidance by teachers, both subject teachers and counseling teachers at school [7], [8],[9],[10]. Guidance is a tutoring that given by a counselor to assist students in overcoming learning difficulties and solving the learning problems they face [11], [12]. If the guidance for students in schools is more focused on efforts to help students overcome learning problems, it will certainly be able to increase their motivation to learn, and in turn be more successful in their studies.

2. Literature Review

Learning motivation consists of two words, motivation and learning. Motivation is a person's tendency to choose or reject an activity. According to Sartain [13]as quoted by Purwanto [14, p. 61] "motivation or encouragement is a complex statement in an organism that directs behavior towards a goal or stimulant". Whereas "learning is trying to gain intelligence or knowledge; practice; change behavior or responses caused by experience" Daryanto [15]. In connection with that Cronbach as quoted by Ahmadi and Supriyono [16, p. 120] "Learning is shown by change in behavior as a result of experience. Which means roughly learning is a change in behavior as a result of experience". From the definitions above, it can be concluded that learning motivation is the impetus to make changes in behavior as a result of interaction with the environment in meeting the needs. Learning is a must for every individual. In Islam, learning or studying is an obligation. Islam strongly opposes ignorance. Muslims are told to learn not limited to age, gender or class and place. In the hadits of the prophet, learning or studying is recommended.

Learning can be seen from various aspects. Learning is seen in terms of the process. In connection to the learning process, Gagne in Sujana [17, p. 47], identified eight types of learning actions, namely: a) learning signals, the simplest form of learning is giving reactions to stimulants, b) learning to react to stimuli through reinforcement, that is, giving repeated reactions when reinforcement occurs. , c) learning to form a series, which is learning to relate symptoms / factors / one with another, so that it becomes a unity (series) which means, d) learning verbal associations, namely giving reactions in the form of words, language, to the stimulant it receives, e) learns to distinguish things that are compounded, that is, gives different reactions to stimulants that are almost the same nature, f) learns concepts, that is, places the object into a certain classification,

g) learns the rules or learns principles that links several concepts, h) learn to solve the problem, which is connecting several rules or principles, to solve problem.

The above quotation can be concluded that all life activities are not detached from the learning process. Anything that man does, the important and the insignificant, the dangerous or the harmless, there is always motivation in doing it, including learning. Students ' motivation to learning is crucial because motivation is an absolute condition of learning. In school, often seen students who are lazy, unpleasant, like to bother their friends, likes to fool and so on. In such a way it means that the teacher does not succeed in giving the right motivation to encourage students to learn with all the energy and mind. It is known by the teachers that one of the teachers' assignments in teaching is to cultivate the motivation of the students learning.

Learning motivation is very important for students to have, because by having motivation, students will have a tendency to do something. Students who have a strong motivation to learn will tend to study really seriously, they always take the time to learn whenever there is free time for them to learn. conversely students who do not have the motivation to learn tend to be unwilling or refuse to learn. Learning motivation that is owned by students is not stable, there are fluctuations. This means that students' motivation can change. Sometimes, students have high motivations to learn, and sometimes their motivations to learn are low. The students' learning motivation must always be maintained not to decrease, even it must always be improved. Maintaining and increasing student learning motivation towards subjects taken care of by each teacher is the responsibility of each teacher. The students learning motivations should not decrease because if their learning motivation decreases they will experience difficulty in learning. Ahmadi and Supriyono [16, p. 79] say "The absence of a child's motivation for a lesson will result in learning difficulties". That means that learning motivation for all subjects must be maintained, because decreased learning motivation goes hand in hand with learning difficulties. Students who do not have the motivation to learn will find difficulties in learning. They feel learning is coercive, and forced work will usually be against the will of the heart. Something that is contrary to the will of the heart will be reluctant to do it. If reluctance to learn arises laziness occurs. Unlike the students who are motivated to learn. The students who are motivated to learn they will be active and earnestly learn. Therefore, it is not wrong to say that learning motivation is the key to successful learning.

Learning motivation is also different for each student. Some students have high motivation to learn, some students have medium motivation and some are low. Some students are very enthusiastic about learning and some are not motivated to learn. There

are those who bother their friends who are studying. make a fuss, even because they do not have high learning motivations, they skip the class. Learning motivation sometimes arises from within students and sometimes from outside students. This means that the factors that influence learning motivation are divided into two, namely internal factors (which come from within) and external factors (factors that come from outside themselves). According to Purwanto [14], motivation is divided into two namely intrinsic and extrinsic motivation. Intrinsic motivation is motives within oneself and does not need to be stimulated from outside. Extrinsic motivation is active and functioning motives due to external stimuli. In general, although it has been mentioned above that student motivation is influenced by internal and external factors, but in reality student motivation is very much influenced by internal factors rather than external factors. Because this internal factor will become its own driving force even though no one else is influencing it. While external factors can only affect student learning if there is encouragement from outside, if there is no encouragement from outside students may be students will not learn.

Based on the description above, what is meant by learning motivation is attention or a tendency to gain knowledge, intelligence or skills both through oneself and through the teacher. Guidance is an aid to students in solving difficulties in learning both at school and outside of school. Guidance for students is more focused on efforts to improve learning achievement. In general, the purpose of guidance is that students have a positive attitude, and good study habits. According to Djumhur and Surya [18, p. 35] guidance aims to help students get good adjustments in the learning situation. While Sukardi and Kusmawati [19, p. 80] stated that the aim of guidance is to make students able to make good adjustments in the learning situation as optimal as possible in accordance with the potentials, talents and abilities available to them. In short the guidance aimed at helping students can make good adjustments in the learning situation as optimally as possible according to their potential, talents and abilities.

The form of guidance according to Walgito [20, p. 34] is divided according to its nature including guidance which: a) is preventive, that is guidance that aims to prevent children from experiencing difficulties, avoiding things that are not desirable, b) Are preservative is an effort to maintain a good condition in order to stay good, do not let good conditions become bad, c) corrective is to provide counseling to children who have learning difficulties that cannot be solved by themselves and who need help from other parties. Guidance is a form of services in schools that play an important role in directing the students. Experience shows that failures experienced by students in learning are not always caused by ignorance or lack of intelligence. Often, these failures

occur because they do not get adequate guidance services. Prayitno and Erman[21] say "guidance services are carried out through stages: a) the introduction of students who have learning problems, b) disclosure of the causes of learning problems, and c) the assistance of alleviating learning problems".

Introduction of students who experience learning problems in school; many students who succeeded brilliantly in learning, often also found the existence of students who failed, such as low report cards, did not move up the class, did not pass the final exam, and so on. In general, such students can be seen as students who have learning problems. Disclosure of the causes of learning problems; this can be done using a variety of tools or instruments that can uncover these problems, namely by: a) learning outcomes tests, b) basic skills tests, c) learning attitudes and habits, d) diagnostic tests, e) analysis of learning outcomes or works. Then, efforts to help students who have difficulty in learning; This action is carried out by providing guidance and counseling services, namely with individual counseling, group counseling or with group guidance. From the description above it can be concluded that students who have learning difficulties need to get help, so that the problem does not drag on which can later affect the process of student development. Therefore, the efforts made by the counselor in the counseling guidance service are as follows; improve teaching, enrichment activities, increase learning interest and develop effective attitudes and study habits. This effort is given in accordance with the background of learning difficulties which experienced by students

3. Methods

This research uses descriptive method. Descriptive method is a method that describes facts naturally. This research uses a descriptive method. Nazir [22] says the descriptive method is a method of researching an object or event in the present. This method is used to describe the symptoms that occur naturally on the variables studied and the correlation between the two research variables. The population of this research is all eleventh grade students of Madrasah Aliyah Negeri, Padangsidimpuan, majoring in Natural Sciences, with a sample of 75 students taken by side random technique.

Data collection tools used to capture this data was questionnaires. The questionnaire was arranged based on the Likert Scale Model because this model was considered the most appropriate to ask someone's opinion or attitude towards an object. Likert Scale Model is a scale model in the form of a continuum in which the answer consists of five scales namely Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). Each score

is given a score from numbers 1 to 5, the nature and content of the questionnaire items of the two variables are divided into two types namely positive questions and negative statements. For positive statements given a score of 5, 4, 3, 2, and 1. conversely for negative statements given a score of 1, 2, 3, 4 and 5. The analysis technique used in hypothesis testing is the correlation analysis technique. The correlation formula used is the product moment correlation by Person. To facilitate the analysis used computer aids. The program used is the "SPSS version 19" package.

4. Results and Discussion

4.1. Results

The data of guidance and English learning motivation variables are collected from respondents. For the guidance variable, the respondents' answers spread ranging from a score of 186 to 230. From processing the data obtained an average score of 208,76, a median of 209,30, mode 208,83, and a standard deviation of 9,95 This shows one indication that the score of the guidance variable tends to form a normal distribution.

The scores obtained from respondents' answers for learning motivation variables spread from scores of 159 to 200. From processing the data obtained an average score of 172,97, a median of 172,94, mode 172,86, and a standard deviation of 7,51. This shows one indication that the scores of learning motivation variables tend to form a normal distribution. Calculation of the correlation between the variables of guidance and English learning motivation obtained the coefficient correlation (rxy) = 0.30. Test of its significance using the "t" distribution statistics. The value of tcount from the calculation was 4,30 while the value of t table (0.05) was 2, 13. While the value of tcount obtained is greater than ttable. So that at a significant 0.05, the coefficient correlation of 0.30 is declared significant. Summary of correlation analysis and correlation coefficient can be seen in the table as below:

TABLE 1: Correlation Analysis Results and "T" Test.

Correlation	Coeficient Correlation	Coeficient Determination	Significance	
	(r)	(R^2)	t_{count}	$t_{tab.}$
r_{xy}	0.30	0,09	4,30	2,13

The table above shows that tcount is greater than ttable. This means that there is a significant relationship between guidance and English learning motivation. Then at α = 0.5 the coefficient correlation obtained as big as 0, 30. It showed that the variation

that occurs in the variable of English learning motivation of 9% can be determined by the variable of guidance. This means that the hypothesis that proposed in this study is acceptable.

4.2. Discussion

Students must have high learning motivation, for that the teachers are expected to be able to arouse and increase students' English learning motivation so that students can achieve optimal learning outcomes. Actually motivation has good effect to students' learning [23], but in reality, not all students have high English learning motivation in learning. At school, not a few students who have low motivation to learn. To help students who have low learning motivation an effort should be made by the teacher so that the students concerned can increase their motivation to learn. Teachers in the teaching and learning process have multiple roles, not merely as instructors who transfer knowledge, but also as educators who transfer values and at the same time as mentors who provide direction and guide students in learning. Makmum asserted that in the context of education in Indonesia, the task and role of the teacher is as a teacher (counselor) who must identify students who are suspected of having difficulties in learning, make a diagnosis of the type of difficulty. What was mentioned by Makmun above is true, but in reality, the process of mentoring and overcoming learning difficulties cannot be handled by the teacher of his own field of study, given his many teaching assignments. For this reason, subject matter teachers need to work closely with counseling guidance teachers.

Counseling guidance teacher is the most appropriate person to guide students who experience problems regarding learning motivation. In addition to guidance and counseling are their knowledge specialists, on the other hand they also have plenty of time to conduct guidance so that student motivation can increase. This is evident from the results of this study indicate that there is a relationship between guidance by mentoring and mentoring teachers with student learning motivation. But the problem is anything that is guided to students. From the results of this study the authors offer aspects of guidance that can be given to students so that their motivation to learn English increases. The aspects being guided are efficient learning methods, how to take lesson notes, how to study books, how to do school work, choose subjects that match your interests and talents, deal with learning difficulties, divide time, and choose additional lessons. Judging from its function, according to Setiawan [24] several functions of guidance are, a) preventing the possibility of problems arising in learning, b) channeling

students according to their talents and interests so that learning can develop optimally, c) so students can adjust to the learning environment, d) improvement of conditions that interfere with student learning processes, and e) efforts to maintain and improve student learning achievement. This is particularly relevant for students who lack motivation to learn, because guidance can help revive student motivation that is almost lost. The implementation of good and effective guidance by the guidance counseling teacher in turn will certainly be able to increase student motivation as well.

5. Conclusions

Learning outcome is commonly determined by students' learning motivation. The higher the student's motivation to learn, the higher the achievement they get. High and low motivation of students to learn is influenced by many factors. The results of this study indicate that there is a relationship between guidance and learning motivation. This means that guidance is one of the factors that lead to the emergence of student motivation. This research proved that guidance contributes 9% to the student's motivation for learning.

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