

## **The Influence of Learning Motivation and Self Confidence Toward English Learning Achievement of The Second Grade Students of SMA N 1 Srandakan in The Academic Year 2018/2019**

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### **Abstract**

These research aims are to know whether there are significant correlation between: a) students' learning motivation and students' learning achievement, b) students' self-confidence and students' learning achievement, c) students' learning motivation and self-confidence toward English learning achievement of the second-grade students at SMA N 1 Srandakan in the academic year 2018/2019.

This research is correlation research using a quantitative method. The population of this research is the second-grade students of SMA N 1 Srandakan in the academic year 2018/2019. The sample of this research were 68 students taken by using random sampling technique. The data were analyzed using descriptive analysis and inferential analysis.

Based on the analysis data, the result showed that: a) there is a relationship between students' learning motivation and English learning achievement, b) there is a relationship students' self-confidence and English learning achievement, c)  $F_o(9,490) > F_t(3,134)$ , and Sig. (0,000) < (0,05), it means that the students' learning motivation ( $X_1$ ) and students' self-confidence ( $X_2$ ) are simultaneously effecting the students' English learning achievement (Y) in SMA N 1 Srandakan. The independent variables ( $X_1$  and  $X_2$ ) are accounted for about 22,6 % of the change in the dependent variable (Y).

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### **INTRODUCTION**

Language is the part of education. In fact, language is the means to understand education which is demonstrated through communication. In this research, the language being researched is English as foreign language. In general, English is not commonly spoken by Indonesians. But nowadays, English Education is one of the most important subjects. Meanwhile, foreign languages, especially English, is taught as a subject in school with the aim in which students are able to communicate using proper English and able to compete internationally. Since the role of English is very important, it is included as one of the subjects being tested on National Examinations in Junior and Senior High School. The fact that English is being tested while it is also a

foreign language in Indonesia has brought some problems, particularly in teaching and learning process. One of the main problems is lack of the students' motivation. Motivation is very important in teaching and learning activities, because motivation used to encourage enthusiasm of learning and conversely the lack of motivation will weaken the spirit of learning. A student who learns without motivation or lacks motivation, will not succeed maximally.

The others problems is self-confidence. Many students consider English is difficult because it is not common to use on daily basis. They find themselves unconfident as well as they underestimate their ability to learn. Whereas, confidence is the basic to develop in exploring all the abilities. With confident, someone will be able to know and understand themselves, so the potential will develop optimally. Conversely, people who lack confidence can inhibit the development of self potential. For the students self-confidence is very important as a support to face the learning process as an effort to develop themselves in the bright future. It can be interpreted that it will be easier through the learning process at school and there is a possibility of a brighter future hope.

The two problems above, learning motivation and self-confidence are the factors that can affect to the students' achievement. Learning motivation will affect learning activities that have an impact on students' learning achievement. Teaching and learning process will be better if combined with students self-confidence. Where students who do not have confidence in themselves it will be difficult to develop. The ability or talent in themselves will not develop, but will decrease if not felt. Many students who have low learning achievements because they are not sure of the abilities they have. In fact, sometimes the ability that they have is greater than their peers who have high learning achievement.

From these phenomenon, it can be seen that motivation plays the key role in students' learning achievement. Therefore, the researcher is interested in researching how is students' motivation and self-confidence to learn English in SMA N 1 Srandakan and how they influence students' learning achievement.

### **Learning Motivation**

Learning is living. Humans cannot be separated from the process of learning. Most of the activities people do is learning. It is very important for human's lives, because from learning they can get a better education. Better education is very important for everyone to move forward in life and get success. According to [Slameto \(2015: 2\)](#), learning is an effort process done by an individual to achieve wholly behavioral experience in the interaction with the environment. There are three types of learning goals in general terms ([Sardiman, 2011: 26](#)), namely: 1) to gain knowledge; 2) to plant concepts and skills; 3) to learn attitude formation.

Mc Donald in [Sardiman \(2011: 73\)](#) asserts that motivation is the energy in a person who is marked by the emergence of feeling and preceded by a response to the goal. Motivation could be concluded that motivations are the

internal and external factor which encourage someone to do and achieve something that they want.

Motivation comes from two sides, they are intrinsic and extrinsic. Intrinsic motivation is motives that become active and functioning but do not need to be stimulated from the outside because every individual has the urge to do something ([Sardiman, 2011: 89](#)). Thus, a person might be motivated from inside will do something with comfort and maximum effort. Therefore, intrinsic motivation is a feeling that comes from inside and gives the energy to do something better.

[Gage and Berliner\(1984: 374\)](#) argue that intrinsic motivation can be found in students' interest, need, and goal in learning. Moreover, hobby included in intrinsic motivation.

- 1) Interest. students with the interest in a lesson will pay more attention to it and feel different. When students have an interest in the lesson then the learning process will run well. The students will focus on studying, and learning objectives will be achieved.
- 2) Need. Everything that humans need is to maintain life and gain prosperity. Someone is moved to do something because it is related to their needs. Because of the need for an object, someone is motivated to do and act in order to meet the demands of that need, therefore someone will be motivated to do something if it is related to their needs, so the need is to encourage someone to do an activity.
- 3) Hobby. It is special pleasure in spare time, not as a main occupation. Thus, hobby is an activity which someone does for pleasure and enjoys to do it.
- 4) Goal. Every person has goal in life. They set goals before doing something. In teaching and learning process, the students must understand and determine their goals in learning because it can affect their motivation.

Extrinsic motivation is that which comes from the influence of some kind of external incentive, that is different from the desire to learn for one's own sake or interest in the tasks ([Penny, 1996](#)). This motivation emerges can be caused by parents, teachers, and environmental condition.

- 1) Parents. The attitude of parents will be very important. Students who are given attention by their parents will be more enthusiastic in learning and get good learning achievement.
- 2) Teacher. The teacher becomes the main factor in the continuation of a student's motivation. The teacher plays an important role in teaching and learning process. The teacher is not only teaching but also able to motivate and support the students to learn.
- 3) Environment. It has a strong effect on the students' initial and continuing motivation. If the students come into an attractive class at the beginning of learning process, it might help them get their motivation higher. The environment gives a big influence on students in learning. A bad environment will disrupt the concentration of students.

### Learning Motivation

Learning motivation is internal and external encouragement to students who are learn to make changes in behavior, generally with several indicators or supporting elements. It has a big role in the success of a person performing learning.

Indicators of learning motivation can be classified as follows: 1) there is a desire to succeed; 2) there are encouragement and needs in learning; 3) there are hopes and ideals of the future; 4) there is an appreciation in learning; 5) there are interesting activities in learning; 6) there is of a conducive learning environment, thus enabling a student to learn well.

### Self Confidence

[Hakim \(2002: 6\)](#) argues that self-confidence could be said as a person's belief that make him able to achieve various goals in his life.

[Lauster \(1992\)](#) defines self-confidence as derived from life experiences. Self-confidence is one aspect of personality in the form of a belief in one's ability to be influenced by others and can act according to will, happiness, optimism, tolerance, and responsibility ([Ghufron, 2011: 34](#)).

Self-confidence can be concluded as the awareness of someone who is confident in his or her own ability to achieve their goal.

### The Aspects of Self Confidence

According to several experts such as Rosenberg, Rubin, Hurlock, Rogers, Secord, and Beckman ([Anggraini, 2001](#)), the aspects of self-confidence, namely:

- 1) Confidence and Self-ability  
Rosenberg ([Anggraini, 2001](#)), says that the essence of self-confidencelies in a feeling or belief that emphasizes that individuals can cause something in their expectations. Someone who has confidence always thinks positively about what is happening and not easily give up.
- 2) Optimism  
Optimism people will try to face every challenge and be able to solve each problem in a positive way. Someone who is optimistic about his future, there will be less problematic things in life that brings an attitude of despair because the individual will try to solve the problem and face all obstacles that will hinder.
- 3) Take it as it comes  
Rubin ([Anggraini, 2001](#)) states that self-acceptance is an attitude that reflects pleasure in relation to the reality of yourself. Hurlock ([Anggraini, 2001](#)) adds that self-acceptance would be determined by the degree to which individuals shape behavior in accordance with social values that complement their lives. Someone who accepts himself as he is usually able to adjust to the environment and he feels accepted by his environment.
- 4) Have a positive concept  
According to Rogers ([Anggraini, 2001](#)), self-concept reflects on someone perception towards himself as a whole. Secord and Backman ([Anggraini,](#)

[2001](#)), add that one of the human strengths is to be able to see his condition. With their vision capabilities, feelings, and human thoughts, someone can realize who he is, this is the meaning of self-concept. Someone who has a positive self-concept tends to find out the strengths and weaknesses he has, finds out about his characteristics and know the obstacles that can make him nonproductive or passive in facing any challenges that arise. This positive self-concept emerges, accompanied by a belief in self-ability and an optimistic attitude.

In short, the aspects of self-confidence are beliefs in self-ability, optimism, taking it as it comes, and having a positive self-concept.

Self-confidence is a positive energy in self. Through self-confidence, people can do something good and maximal. However, not all people that have high self-confidence always present in their performance. Self-confidence is presented in a different way by each people. Some people have self-confidence shown with good communication. They can speak with other people easily, even when they speaking in public. Some cannot do that. It doesn't mean that they don't have self-confidence. They just have a different way to show it. It is probable that show confidence by speaking less.

### **Learning Achievement**

Achievement as the result of the effort. Everything that we have done and has a purpose there is an achievement as a result.

According to *Kamus Besar Bahasa Indonesia* (Indonesia Dictionary), the achievement is the results that have been achieved (from what has been done). In academic terms, achievement means learning outcomes obtained from learning activities at a school or college that are cognitive and are usually determined through measurement and assessment ([Depdiknas: 2008](#)).

Learning achievement cannot be separated from learning activities because learning is a process while achievement is the result of the process. For a student, learning is an obligation. Success or failure of the student in education depends on its process experienced by the student.

According to [Slameto \(2015:54\)](#) the factors that influence learning can be classified into two, internal and external factors:

- a. Internal Factors
  - 1) Physical Factors: health factor, physical defects
  - 2) Psychological Factors: intelligence, attention, interest, talent, motif, maturity, readiness
  - 3) Fatigue Factor
- b. External Factors
  - 1) Family factors: the way parents educate, relationships between family members, home atmosphere, family economic situation, understanding parents, cultural background
  - 2) School Factors: teaching method, curriculum, teacher relations with students, student relations with students, school discipline, learning tools, school time, standard lessons above measure, state of the building, study method, homework

- 3) Society Factors: student activities in the community, mass media, friends hang out, form of community life.

## RESEARCH METHOD

This is categorized into a correlational research which is using quantitative research method. There are three variables in this research, students' learning motivation ( $X_1$ ) and self-confidence ( $X_2$ ) as the independent variables, students' learning achievement ( $Y$ ) as the dependent variable. The population of this research is the second-grade students of SMA N 1 Srandakan in the academic year 2018/2019. There are four classes in second grade; XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2 with total number students are 84 students. The sample of the population is selected randomly and the sample size determined using Table Isaac and Michael. Based on this theory the sample obtained 69 students. The instrument were questionnaire and document of students' final exam in English lesson. The questionnaire to measure the level of students' learning motivation and self-confidence. The document of students' final exam in English lesson to measure the level of students' learning achievement. The researcher sets up 20 items statements to collect data of students' learning motivation and 25 items statements to collect data of students' self-confidence. In those instruments, the writer gave the alternative option uses Likert scale 4 points to score each item, namely 4-3-2-1 for positive statement and 1-2-3-4 for the negative statement. The data was analyzed using descriptive analysis and inferential analysis.

## RESEARCH FINDINGS

### Descriptive Statistic

Based on the data calculation done by the SPSS for Windows and Microsoft Excel programs, the data analysis of the students' learning motivation, self-confidence, and English learning achievement can be seen in the table below.

**Table 1.**  
**The Summary Table of Statistics Data Analysis**

Variable	Minimum score	Maximum score	Mean	Standard Deviation
$X_1$	45	74	58.29	6.45
$X_2$	62	95	78.77	7.43
$Y$	69	82	75.90	4.37

The data of students' learning motivation, self-confidence, and English learning achievement are categorized into five levels: very good, good, fair, low, and very low based on the ideal mean (iM) and ideal SD (iSD).

#### 1. Students' Learning Motivation

Based on table 1, the students' learning motivation minimum score is 45; maximum score is 74; mean score is 58.29; and standard deviation score is 6.45. The categorization of the students' learning motivation based

on the ideal mean (iM) and ideal Standard Deviation (iSD) is presented in the following table.

**Table 2.**  
**The Frequency Distribution of the Students' Learning Motivation**

Category	Scores	Frequency	Percentage
Very Good	65.00 – 80.00	11	16.18%
Good	55.00 – 64.99	35	51.47%
Fair	45.00 – 54.99	22	32.35%
Low	35.00 – 44.99	0	0.00%
Very Low	20.00 – 34.99	0	0.00%
Total		68	100.00%

As presented above, out of 68 students, there are 11 students (16.18%) categorized into very good category, 35 students (51.47%) categorized into good category, and 22 students (32.35%) categorized into fair category. Based on the frequency distribution of the table above, the students' learning motivation is in good category.

## 2. Students' Self-confidence

Based on table 4.2, the students' self-confidence minimum score is 62; maximum score is 95; mean score is 78.77; and standard deviation score is 7.43. The categorization of the students' self-confidence based on the ideal mean (iM) and ideal Standard Deviation (iSD) is presented in the following table.

**Table 3.**  
**The Frequency Distribution of the Students' Self-Confidence**

Category	Scores	Frequency	Percentage
Very Good	81.25 – 100.00	26	38.24%
Good	68.75 – 81.24	35	51.47%
Fair	56.25 – 68.74	7	10.29%
Low	43.75 – 56.24	0	0.00%
Very Low	25.00 – 43.74	0	0.00%
Total		68	100.00%

As presented above, out of 68 students, there are 26 students (38.24%) categorized into very good category, 35 students (51.47%) categorized into good category, and 7 students (10.29%) categorized into fair category. Based on the frequency distribution of the table above, the students' self-confidence is in good category.

## 3. Students' English Learning Achievement

The dependent variable of this research is the students' English learning achievement which is taken from students' final exam score of English lesson. Based on table 4.2, the students' English learning achievement

minimum score is 69; maximum score is 82; mean score is 75.90; and standard deviation score is 4.37.

The categorization of the students' English learning achievement based on the ideal mean (iM) and ideal Standard Deviation (iSD) is presented in the following table.

**Table 4.**  
**The Frequency Distribution of the Students' English Learning Achievement**

Category	Scores	Frequency	Percentage
Very Good	75.00 – 100.00	47	69.12%
Good	58.33 – 74.99	21	30.88%
Fair	41.67 – 58.32	0	0.00%
Low	25.00 – 41.66	0	0.00%
Very Low	0.00 -24.99	0	0.00%
Total		68	100.00%

As presented above, out of 68 students, there are 47 students (69.12%) categorized into very good category and 21 students (30.88%) categorized into good category. Based on the frequency distribution of the table above, the students' English learning achievement is in very good category.

### **Inferential Analysis**

#### **1. Test of Normality**

The researcher tested the normality of the data using Chi-Square test in order to find out whether the data distribution was normal or not. The data distribution was normal when the Sig. value is higher than 0.05. The result of the normality test is presented below.

**Table 5.**  
**The Test of Normality**

Variable	Sig.	Interpretation
Students' Learning Motivation ( $X_1$ )	0.133	Normal
Students' Self-confidence ( $X_2$ )	0.084	Normal
Students' English Learning Achievement ( $Y$ )	0.060	Normal

The Sig. values of the variables are higher than 0.05. Therefore, it can be concluded that the data distribution of the variables is normal.

#### **2. Test of Linearity**

The researcher tested the linearity using the One-Way ANOVA test in order to find out whether the relationship of the students' learning motivation; students' self-confidence; and students' English learning achievement are linear or not. The relationship was linear when the  $F_{\text{observed}}$  ( $F_o$ ) is lower than  $F_{\text{table}}$  ( $F_t$ ), and Sig. value is higher than 0.05. The result of the linearity test is presented below.



**Table 6.**  
**The Test of Linearity**

Variable	F <sub>o</sub>	df <sub>1</sub> ; df <sub>2</sub>	F <sub>t</sub>	Sig.	Interpretation
X <sub>1</sub> - Y	0.894	21; 45	1.795	0.599	Linear
X <sub>2</sub> - Y	1.336	24; 42	1.780	0.202	Linear

Based on the table above, the  $F_{\text{observed}}$  (0.894) is lower than  $F_{\text{table}}$  (1.795) and Sig. (0.599) is higher than 0.05, it can be concluded that the correlation between students' learning motivation (X<sub>1</sub>) and students' English learning achievement (Y) is linear. When the  $F_{\text{observed}}$  (0.894) is lower than  $F_{\text{table}}$  (1.795) and Sig. (0.202) is higher than 0.05, it can be concluded that the correlation between students' self-confidence (X<sub>2</sub>) and students' English learning achievement (Y) is linear.

### 3. Test of Hypothesis

#### a. Bivariate Analysis

The researcher used the Pearson's Product Moment correlation to know whether there is a correlation between the independent variables (students' learning motivation and students' self-confidence), and the dependent variable (students' English learning achievement). The result of the bivariate analysis is presented below.

**Table 7.**  
**Bivariate Analysis**

Variable	R <sub>xy</sub>	N	R <sub>t</sub>	Sig.
X <sub>1</sub> - Y	0.413	68	0.239	0.000
X <sub>2</sub> - Y	0.396	68	0.239	0.001

Based on the table above the  $R_{\text{observed}}$  (0.413) is higher than  $R_{\text{table}}$  (0.239), and Sig. (0.000) is lower than 0.05, it can be concluded that there is a relationship between students' learning motivation and English learning achievement in SMA N 1 Srandakan. When the  $R_{\text{observed}}$  (0.396) is higher than  $R_{\text{table}}$  (0.239), and Sig. (0.001) is lower than 0.05, it can be concluded that there is a relationship between students' self-confidence and English learning achievement in SMA N 1 Srandakan.

#### b. Multivariate Analysis

Researcher used the regressions analysis order to find out the multivariate correlation, the significance of the existing correlation, the linear regression, and effective contribution of correlation. The result of multiple regressions is presented as follows.

**Table 8.**  
**MultipleRegression Formula**

Variable	Coefficients Beta	F <sub>o</sub>	df <sub>1</sub> ; df <sub>2</sub>	F <sub>t</sub>	Sig.	R <sup>2</sup>
Y	52.026	9.490	2; 67	3.134	0.000	0.226
X <sub>1</sub>	0.200					
X <sub>2</sub>	0.155					

When the  $F_{\text{observed}}$  (9.490) is higher than  $F_{\text{table}}$  (3.134), and Sig. (0.000) is lower than 0.05, it can be concluded that the students' learning motivation (X<sub>1</sub>) and students' self-confidence (X<sub>2</sub>) are simultaneously effecting the students' English learning achievement (Y) in SMA N 1 Srandakan. The table 8 also shows that the R square (R<sup>2</sup>) is 0.226. It means that the independent variables (X<sub>1</sub> and X<sub>2</sub>) are accounted for about 22.6% of the change in the dependent variable (Y).

### Discussion

The first part will describe the students' learning motivation at SMA N 1 Srandakan. Based on the table frequency distribution of the students' learning motivation on descriptive statistic, it shows that 11 students (16.18%) are at very good category, 35 students (51.47%) are at good category, 22 students (32.35%) are at fair category. As presented above, the students' learning motivation is in good category. It can be concluded that students' learning motivation at SMA N 1 Srandakan is in a good category. This finding is also consistent with the results of research conducted by [Effendi \(2014\)](#) which found that students' learning motivation of SMP N 1 Srandakan are in good category and it has a positive impact on the students' English learning. [Sardiman \(2005: 85\)](#) states that motivation gives people the ability to have good priority. People will be able to select which action should be taken first and later. The motivation that comes from many directions provides support for students to study hard, they also realize that learning is their priority as a student. Intrinsic motivation is preferred in the learning process because students who have strong internal motivation will be easier to follow the learning process and do it to the maximum. In SMA N 1 Srandakan, the second-grade students have a good intrinsic motivation. They realize that they have to learn and do their work. In addition, the teacher plays a major role in maintaining student motivation to remain stable.

Secondly, the table frequency distribution of the students' self-confidence on descriptive statistics shows that the highest frequency is 35 students (51.47%) are at good category. It means that the students' self-confidence of second-grade students at SMA N 1 Srandakan is in good category. There are 35 students out of 68 students who get scores among 68.75

– 81.24 from the questionnaire that has been given before. This finding is similar to the level of students' self-confidence in Universitas Muhammadiyah Parepare based on the research conducted by [Syam&Amri \(2017\)](#). It is found that from 52 students in Universitas Muhammadiyah Malang, there are 39 students (75%) who are in fair category. There are three category of students' learning achievement from that research namely, high, fair and low. They conclude that students who have enough self-confidence need to be increased again to support their activities to the fullest. Likewise, [Hambly \(1989: 3\)](#) defines self-confidence as the absolute belief of one person in his/her own skills. Second grade-students in SMA N 1 Srandakan have good self-confidence, have positive feelings about themselves, have strong confidence in themselves and have accurate knowledge of their abilities so they are able to develop the knowledge and talents they have. Self-confidence provides big support to the students to use their ability until getting the best result.

Thirdly, it describes the students' English learning achievement at SMA N 1 Srandakan. Based on the table frequency distribution, there are 47 students (69.12%) out of 68 students who are categorized into very good category. This means that, the level of second-grade students' English learning achievement in SMA N 1 Srandakan is in very good category. This finding is in line with the level of students' learning achievement in SMA Islam Almaarif Singosari Malang, the research is conducted by [Mustofa \(2008\)](#) who found that out of 80 students in SMA Islam Almaarif Singosari Malang, there are 61 students (76.25%) belong to high category. There are three categories of students' learning achievement from this research including, high, fair and low. High or low learning achievement of students depends on the learning process experienced by the students. To achieve a good learning achievement, many factors need to be considered, because in the world of education not a few students who have failed. Sometimes there are students who have a strong drive to excel but in reality the achievements generated are below their expectations.

The fourth research is to know the correlation between students' learning motivation and English learning achievement. There is a relationship between students' learning motivation (X1) and students' English learning achievement (Y) based on the Robserved (0.413) > Rtable (0.239), and Sig. (0,000) < 0,05. This finding is different from previous research of Gitawaty (2010). The result from the data obtained by the researcher suggests that there is no significant correlation between students' learning motivation and their achievement in English. She concludes that the students with lower motivation do not always get a lower score in English achievement, and the students with higher motivation do not guarantee that they will get a higher score in English achievement.

The next study is aimed, to know the correlation between students' self-confidence and English learning achievement. There is a relationship between students' self-confidence (X2) and students' English learning achievement (Y) based on the theRobserved (0,396) > Rtable (0,239), and Sig. (0,001) < 0,05. This finding is in line with [Mustofa \(2008\)](#), in which it find that there is a positive influence between self-confidence toward learning achievement. The

result means students with the higher of self-confidence will get higher achievement. Therefore, with self-confidence students can realize and apply their abilities well, so they can achieve the desired achievement goals.

The last study aims to know the correlation between learning motivation and self-confidence toward the achievement in learning English. The students' learning motivation and students' self-confidence are simultaneously effecting the students' English learning achievement in SMA N 1 Srandakan based on the Fobserved (9,490) > Ftable (3,134), and Sig. (0,000) < 0,05. Based on the results of the study, it is proven that learning motivation and self-confidence together contributed 22,6% to students' learning achievement in English. This finding is also consistent with the result of the research conducted by [Rozaini & Sandra \(2017\)](#) who concludes that learning motivation and self-confidence have a positive and significant effect on learning achievement. Students who have high motivation but lacks confidence in themselves will have an impact on their learning achievements. Motivation and self-confidence play an important role in the students learning process at school.

## CONCLUSION

Based on the result of this research, the researcher concludes that there is a positive influence of sthedents learning motivation and self-confidence toward English learning achievement of the second grade students of SMA N 1 Srandakan in the academic year 2018/2019. The teaching and learning process to the second-grade students of SMA N 1 Srandakan is fairly good. The relationship between students and teachers are good. Both are aware of their respective obligations in the school so that the objectives of learning and teaching are achieved. The teachers maintain students' motivation by using a variety of teaching and learning methods, so students do not feel bored. The students with their motivation are encouraged to increase enthusiasm for learning. If they are enthusiastic to learn, then they must have self-confidence to develop and follow the learning process well. Therefore, motivation and self-confidence greatly influence students' learning achievement. Students who have motivation in learning are always confident that they can complete every job. They believe that learning is not a wasted activity. The results will be useful not only now, but also in the up coming days.

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