



Analysis of the Relationship Between Motivation and Learning Outcomes of Chinese Language Education Students Class of 2022 Semarang State University in the Chuji Hanyu Xiezu Xia Course

Ridwan Listianto^{1✉}, Sheyra Silvia Siregar², Ria Riski Marsuki³

Universitas Negeri Semarang, Indonesia

Keywords

*Relationship
Motivation
Learning Outcomes
Writing Skills
Chinese Language*

Abstract

This study aims to analyse the relationship between motivation and learning outcomes of Chinese language education students in the 2022 batch of Semarang State University in the Chuji Hanyu Xiezu Xia course". It is hoped that this research can help to identify university students' Chinese learning motivation, especially in basic Chinese writing courses or (初级汉语写作下 Chūjī Hànyǔ Xiězuò Xià). This study uses a quantitative approach, this study aims to determine the effect between the independent variable, namely the learning motivation of Chinese language education students class of 2022 on the dependent variable, namely the value or learning outcomes (UAS) in the Chuji Hanyu Xiezu Xia course. The significance value (Sig. 2-tailed) of 0.008 indicates that the correlation results are statistically significant. In hypothesis testing, since the sig value (0.008) is smaller than 0.05, there is a significant relationship between learning motivation and learning outcomes. This, the data shows that there is a relationship between learning motivation and learning outcomes in Chinese Language Education students class of 2022 at Semarang State University in the Chuji Hanyu Xiezu Xia course. There is a relationship between learning motivation and learning outcomes in Chinese Language Education students class of 2022, Semarang State University in Chuji Hanyu Xiezu Xia course.

✉ Corresponding Author: Ridwan Listianto
Email: ridwanlistianto@students.unnes.ac.id

INTRODUCTION

Learning difficulties alone can have an impact on a decrease in learning outcomes or learning achievement for students, there are several factors that cause a decline in learning outcomes. According to (Abdurrahman, 2020), Learning outcomes are skills that children acquire after going through a series of learning activities (Ying et al., 2013)

Dörnyei (2020) Therefore, learning motivation is needed as a solution to improve good student learning outcomes. Students who have good learning motivation will show good learning results and will be excited to learn because of the increased learning outcomes. Diligent efforts based on motivation can produce good achievements for students who are learning. The intensity of student motivation will greatly determine the level of learning achievement of students (Sadirman, 2021).

(Xu et al., 2020) If students have high motivation, students' writing skills will also be high. So that the success of one aspect of Chinese language ability, namely writing ability, increases. On the other hand, if the motivation to learn is low, then the performance and success rate of writing skills are also low. This may cause students to not focus on learning and spend their time studying with unproductive things.

Based on the description above and to find out the relationship between motivation and learning outcomes in basic Chinese writing skills, the researcher has the initiative to conduct a research entitled "Analysis of the Relationship Between Motivation and Learning Outcomes of Chinese Language Education Students Class of 2022 Semarang State University in the *Chuji Hanyu Xiezuò Xia* Course". It is hoped that this research can help to identify the motivation of students to learn Chinese, especially in the basic Chinese writing course or (初级汉语写作下 *Chūjí Hànyǔ Xiězuò Xià*).

Method

This research uses a quantitative approach, which emphasizes the analysis of information or data collected in the form of numbers or numerical processes through analysis or statistical method techniques. In other words, quantitative research methods can be interpreted as research methods used to research on certain populations or samples, data collection using research instruments, statistical data analysis with the aim of testing predetermined hypotheses (Sugiono, 2019: 16) This study uses *an ex post facto* research design. This study aims to determine the influence between the free variable, namely the learning motivation of Chinese language education students of the class of 2022, on the bound variable, namely the value or learning outcome in the *Chuji Hanyu Xiezuò Xia* course.

According to (Sutami, 2016) data is everything in the form of facts and numbers that can be used to create or compile information. Thus, facts of any kind can be used as data for research, and the source can come from any reliable source. The data used in this study is in the form of a questionnaire or

questionnaire on learning motivation and learning value or learning outcomes (UAS) in Chinese language education students class of 2022 in *the Chuji Hanyu Xiezu Xia course*.

According to Sugiyono (2019), data collection techniques are the most important step in research, because the main purpose of research is to obtain data, data collection can be carried out in various regulations, various sources and various ways. The data collection techniques used in this study are:

1. Questionnaire

Questionnaire or questionnaire is a data collection technique that is carried out by giving several questions or written statements to respondents to be answered (Sugiyono, 2019: 199). The questionnaire technique is used with the purpose of revealing or producing data about students' learning motivation.

2. Documentation

The documentation method is a way to find out the record of events that have passed. Documents can be writings, drawings, or monumental works of a person. The documentation in this study is a document of learning outcomes from Chinese language education students in 2022 who took the *Chuji Hanyu Xiezu Xia course*.

3. Validity Test

The Validity Test is used to determine the level of validity or validity of the research instrument. A valid or valid instrument has high validity. On the other hand, an instrument that is less valid means that it has a low validity. The validity test is carried out with a correlation formula from Pearson known as Product Moment Correlations.

4. Reliability Test

The *Alpha Cronbach method* is used to calculate the reliability of a test that measures attitudes or behaviors. This technique can be used to determine whether a research instrument is reliable or not, if the answers given by the respondents are in the form of a scale of 1-4 or the respondents' answers interpret the attitude assessment. The criteria for a research instrument are said to be reliable using this technique if the reliability coefficient is > 0.6 (Sugiyono, 2019: 175).

RESULTS AND DISCUSSION

In this study, the research data on the learning motivation of Chinese language education students of the class of 2022 who took the *Chuji Hanyu Xiezu Xia course* was obtained from the results of a questionnaire that had been filled out by each student. The questionnaire provided contains items about the learning motivation questions of Chinese language education students of the class of 2022 who take the *Chuji Hanyu Xiezu Xia course*. This questionnaire is in the form of a *checklist* list through a *google form* containing 30 questions. The results of the questionnaire are included in tabulation which is the process

of converting data and questionnaire data collection instruments into a table of numbers or percentages, for more details can be seen below:

Table 1. Sub Indicators of Desire and Desire to Succeed

1. When I get bad grades, I easily give up and am lazy to study harder	2. I don't get discouraged easily when I have trouble studying <i>Chuji Hanyu Xiezo Xia's course</i>	3. <i>Chuji Hanyu Xiezo Xia's courses</i> are more difficult to understand than I expected
Strongly Agree 0 People (0%)	Strongly Agree 6 people (15.4%)	Strongly Agree 0 People (0%)
Agree 3 people (7.7%)	Agree 25 people (64.1%)	Agree 25 people (64.1%)
Disagree 25 people (64.1%)	Disagree 7 people (17.9%)	Disagree 13 people (33.3%)
Strongly disagree 11 people (28.2%)	Strongly Disagree 1 person (2.6%)	Strongly Disagree 1 person (28.2%)
4. I have no ambition to complete <i>Chuji Hanyu Xiezo Xia's course</i> questions on time	5. I will maintain and study harder when I get satisfactory grades	6. My target is to get a complete score only
Strongly Agree 1 person (2.6%)	Strongly Agree: 16 people (41%)	Strongly Agree 0 People (0%)
Agree 2 people (5.1)	Agreed: 22 people (56.4%)	Agree 15 people (38.5%)
Disagree 27 people (69.2%)	Disagree 1 person (2.6%)	Disagree 21 people (53.8%)
Strongly Disagree 9 people (23.1%)	Strongly Disagree 0 people (0%)	Strongly Disagree 3 people (7.7%)
7. I will study it over and over again if I don't understand it when explained by the lecture	8. The practice of doing the <i>Chuji Hanyu Xiezo Xia course questions</i> for me was very time-consuming	9. Even though my <i>Chuji Hanyu Xiezo Xia</i> course scores were lower than my friends, I was still excited to get better grades
Strongly Agree 7 people (17.9%)	Strongly Agree 2 people (5.1%)	Strongly Agree: 17 people (43.6%)
Agreed: 29 people (74.4%)	Agreed: 13 people (33.3%)	Agreed: 22 people (56.4%)
Disagree: 3 people (7.7%)	Disagree 20 people (51.3%)	Disagree 0 people (0%)

Strongly Disagree 0 people (0%)	Strongly disagree 4 people (10.3%)	Strongly Disagree 0 people (0%)
---------------------------------	------------------------------------	---------------------------------

Table 2. Sub-Indicators of Motivation and Need for Learning

10. I learned the <i>Chuji Hanyu Xiezo Xia</i> course only from the material given by the lecturer	11. I felt happy when the lecturer of the <i>Chuji Hanyu Xiezo Xia</i> course was not present to teach and did not give assignments	
Strongly Agree 4 people (10.3%)	Strongly Agree 2 people (5.1%)	
Agree 23 people (59%)	Agreed: 13 people (33.3%)	
Disagree 12 people (30.8%)	Disagree: 19 people (48.7%)	
Strongly Disagree 0 people (0%)	Strongly Disagree 5 people (12.8%)	
12. I often discuss with friends about the lessons of <i>Chuji Hanyu Xiezo Xia</i> courses so that my understanding increases	13. I was lazy to do the assignments of <i>Chuji Hanyu Xiezo Xia</i> 's course even though the assignment given by the lecturer was simple	14. The value of the lessons of <i>Chuji Hanyu Xiezo Xia</i> 's course helped me achieve my goals
Strongly Agree 2 people (5.1%)	Strongly Agree 1 person (2.6%)	Strongly Agree: 5 people (12.8%)
Agree: 33 people (84.6%)	Agree 3 people (7.7%)	Agree: 33 people (84.6%)
Disagree 4 people (10.3%)	Disagree 31 people (78.5%)	Disagree 1 person (2.6%)
Strongly Disagree 2 people (5.1%)	Strongly disagree 4 people (10.3%)	Strongly Disagree 0 people (0%)

Table 3. Sub-Indicators of Future Hopes and Ideals

15. I studied <i>Chuji Hanyu Xiezo Xia</i> 's course seriously so that it would be easy to achieve my goals	16. I am happy to find information related to the lessons of <i>Chuji Hanyu Xiezo Xia</i> , as it can enrich my knowledge and be useful for my future	17. I didn't seriously study <i>Chuji Hanyu Xiezo Xia</i> 's course because it had nothing to do with my ideals
Strongly Agree 8 people (20.5%)	Strongly Agree: 12 people (30.8%)	Strongly Agree 0 People (0%)
Agree 30 people (76.9%)	Agree 25 people (64.1%)	Agree 2 people (5.1%)
Disagree 1 people (2.6%)	Disagree 2 people (5.1%)	Disagree: 30 people (76.9%)

Strongly Disagree 0 people (0%)	Strongly Disagree 0 people (0%)	Strongly Disagree 7 people (17.9%)
---------------------------------	---------------------------------	------------------------------------

Table 4. Sub-Indicators of Appreciation in Learning

18. The lecturer gave praise if his students were able to solve <i>the Chuji Hanyu Xiezo Xia course questions</i>	19. I am not interested in studying <i>Chuji Hanyu Xiezo Xia's course</i> without the praise or appreciation given by the lecturer	20. I got compliments when my <i>Chuji Hanyu Xiezo Xia</i> course test scores were good
Strongly Agree 3 people (7.7%)	Strongly Agree 1 person (2.6%)	Strongly Agree 0 People (0%)
Agree: 33 people (84.6%)	Agree 4 people (10.3%)	Agree 32 people (82.1%)
Disagree: 3 people (7.7%)	Disagree: 30 people (76.9%)	Disagree: 6 people (15.4%)
Strongly Disagree 0 people (0%)	Strongly disagree 4 people (10.3%)	Strongly Disagree 1 people (2.6%)
21. Lecturers often give appreciation when I can do the assignments given	22. The praise given by the lecturer did not affect my interest in studying the <i>chuji hanyu xiezuo course</i>	23. I feel normal when I am given praise or appreciation when I take the exam of my <i>Chuji Hanyu Xiezo Xia course</i>
Strongly Agree 2 people (5.1%)	Strongly Agree 0 People (0%)	Strongly Agree 0 People (0%)
Agree 30 people (76.9%)	Agree 7 people (17.9%)	Agree 8 people (20.5%)
Disagree: 6 people (15.4%)	Disagree 27 people (69.2%)	Disapprove: 26 people (66.7%)
Strongly Disagree 11 people (2.6%)	Strongly Disagree 5 people (12.8%)	Strongly Disagree 5 people (12.8%)

Table 5. Sub-Indicators of Interesting Activities in Learning

24. I am happy if the lecturer brings the classroom atmosphere to be more interesting and fun	25. I don't like games or quizzes in <i>Chuji Hanyu Xiezo Xia's course</i>	26. Discussion activities take up a lot of time and thought while the material obtained is only a little
Strongly Agree 23 people (59%)	Strongly Agree 0 People (0%)	Strongly Agree 1 person (2.6%)
Agree: 16 people (41%)	Agree 8 people (20.5%)	Agree 10 people (25.6%)

Disagree 0 people (0%)	Disagree 29 people (74.4%)	Disagree 27 people (69.2%)
Strongly Disagree 0 people (0%)	Strongly Disagree 2 people (5.1%)	Strongly Disagree 1 person (2.6%)

Table 6. Sub-Indicators of a Conducive Learning Environment

27. I enjoyed learning <i>Chuji Hanyu Xiezo Xia's</i> course in class because it was calmer and more comfortable	28. Studying in class made me bored and sleepy because the support facilities were not complete
Strongly Agree 9 people (23.1%)	Strongly Agree 1 person (2.6%)
Agreed: 26 people (66.7%)	Agree 9 people (23.1%)
Disagree: 3 people (7.7%)	Disagree 28 people (71.8%)
Strongly Disagree 1 person (2.6%)	Strongly Disagree 1 person (2.6%)
29. I am comfortable learning in the classroom because of the complete supporting facilities	30. I was lazy to study <i>Chuji Hanyu Xiezo Xia's</i> course at home/boarding house/rented/dormitory because the atmosphere was uncomfortable
Strongly Agree 5 people (12%)	Strongly Agree 4 people (10.3%)
Agreed: 29 people (74.4%)	Agree 5 people (12.8%)
Disagree: 5 people (12.8%)	Disagree 24 people (61.5%)
Strongly Disagree 0 people (0%)	Strongly Disagree 6 people (15.4%)

Validity and Reliability Test Results

Validity Test

		Correlations											
		Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12
Soal1	Pearson Correlation	1	.224	.397 ^{**}	.397 ^{**}	1.000 ^{**}	.022	.022	.224	.205	.205	.096	.097
	Sig. (2-tailed)		.170	.012	.012	.000	.895	.895	.170	.212	.212	.560	.557
	N	39	39	39	39	39	39	39	39	39	39	39	39
Soal2	Pearson Correlation	.224	1	.080	.080	.224	-.164	-.164	1.000 ^{**}	.132	.132	-.110	-.104
	Sig. (2-tailed)	.170		.629	.629	.170	.319	.319	.000	.423	.423	.506	.529
	N	39	39	39	39	39	39	39	39	39	39	39	39
Soal3	Pearson Correlation	.397 ^{**}	.080	1	1.000 ^{**}	.397 ^{**}	.178	.178	.080	.181	.181	.243	.186
	Sig. (2-tailed)	.012	.629		.000	.012	.278	.278	.629	.270	.270	.137	.256
	N	39	39	39	39	39	39	39	39	39	39	39	39
Soal4	Pearson Correlation	.397 ^{**}	.080	1.000 ^{**}	1	.397 ^{**}	.178	.178	.080	.181	.181	.243	.186
	Sig. (2-tailed)	.012	.629	.000		.012	.278	.278	.629	.270	.270	.137	.256
	N	39	39	39	39	39	39	39	39	39	39	39	39
Soal5	Pearson Correlation	1.000 ^{**}	.224	.397 ^{**}	.397 ^{**}	1	.022	.022	.224	.205	.205	.096	.097
	Sig. (2-tailed)	.000	.170	.012	.012		.895	.895	.170	.212	.212	.560	.557
	N	39	39	39	39	39	39	39	39	39	39	39	39
Soal6	Pearson Correlation	.022	-.164	.178	.178	.022	1	1.000 ^{**}	-.164	.331 [*]	.331 [*]	.514 ^{**}	.673 ^{**}
	Sig. (2-tailed)	.895	.319	.278	.278	.895		.000	.319	.040	.040	.001	.000
	N	39	39	39	39	39	39	39	39	39	39	39	39
Soal7	Pearson Correlation	.022	-.164	.178	.178	.022	1.000 ^{**}	1	-.164	.331 [*]	.331 [*]	.514 ^{**}	.673 ^{**}
	Sig. (2-tailed)	.895	.319	.278	.278	.895	.000		.319	.040	.040	.001	.000
	N	39	39	39	39	39	39	39	39	39	39	39	39

Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20	Soal21	Soal22	Soal23	Soal24	Soal25	Soal26	Soal27
.224	.096	.090	.090	1.000**	.242	.242	.224	.096	.022	.097	.118	.096	.118	.097
.170	.560	.585	.585	.000	.139	.139	.170	.560	.895	.557	.473	.560	.473	.557
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39
1.000**	-.110	.028	.028	.224	.553**	.553**	1.000**	-.110	-.164	-.104	.483**	-.110	.483**	-.104
.000	.506	.864	.864	.170	.000	.000	.000	.506	.319	.529	.002	.506	.002	.529
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39
.080	.243	.214	.214	.397*	.057	.057	.080	.243	.178	.186	.242	.243	.242	.186
.629	.137	.191	.191	.012	.730	.730	.629	.137	.278	.256	.137	.137	.137	.256
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39
.080	.243	.214	.214	.397*	.057	.057	.080	.243	.178	.186	.242	.243	.242	.186
.629	.137	.191	.191	.012	.730	.730	.629	.137	.278	.256	.137	.137	.137	.256
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39
.224	.096	.090	.090	1.000**	.242	.242	.224	.096	.022	.097	.118	.096	.118	.097
.170	.560	.585	.585	.000	.139	.139	.170	.560	.895	.557	.473	.560	.473	.557
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39
-.164	.514**	.442**	.442**	.022	-.098	-.098	-.164	.514**	1.000**	.673**	.173	.514**	.173	.673**
.319	.001	.005	.005	.895	.553	.553	.319	.001	.000	.000	.292	.001	.292	.000
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39
-.164	.514**	.442**	.442**	.022	-.098	-.098	-.164	.514**	1.000**	.673**	.173	.514**	.173	.673**
.319	.001	.005	.005	.895	.553	.553	.319	.001	.000	.000	.292	.001	.292	.000
.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39	.39

Figure 1. Validity Test Results

Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.898	30

Figure 2. Reliability Test Results

Correlations			
		Learning Motivation	Learning Outcomes
Learning Motivation	Pearson Correlation	1	.417**
	Sig. (2-tailed)		.008
	N	39	39
Learning Outcomes	Pearson Correlation	.417**	1
	Sig. (2-tailed)	.008	
	N	39	39
**. Correlation is significant at the 0.01 level (2-tailed).			

Figure 3. Product Moment Correlation Test Results

CONCLUSION

There is a relationship between learning motivation and learning outcomes in Chinese Language Education students of the class of 2022 at Semarang State University in the Chuji Hanyu Xiezu Xia course. This is supported by the *Pearson correlation* of 0.417, which indicates that there is a considerable influence between the variables of learning motivation and learning outcomes. With a significance value of 0.008 which is smaller than 0.05, it is confirmed that the relationship between learning motivation and learning outcomes is statistically significant. From this, it can be concluded that

internal motivation factors have a significant influence on motivation which has an impact on the learning outcomes of Chinese Language Education Students Class of 2022 Semarang State University in the *Chuji Hanyu Xiezu Xia* course.

REFERENCES

- Abdurrahman, M. (2003). *Pendidikan Bagi Anak Berkesulitan Belajar*. Rineka Cipta.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(SUPPL. 1), 3–32.
<https://doi.org/10.1111/1467-9922.53222>
- Sadirman, A. M. (2007). *Interaksi dan Motivasi Belajar*. 85–86.
- Sugiono, P. D. (2019). *Metode Penelitian Kuantitatif dan Kualitatif* (M. Dr. Ir. sutopo. S.Pd (ed.)). Akfabeta cv.
- Sutami, H. (2016). Fungsi dan Kedudukan Bahasa Mandarin di Indonesia. *Paradigma, Jurnal Kajian Budaya*, 2(2), 212. <https://doi.org/10.17510/paradigma.v2i2.28>
- Xu, L., Hu, H., Zhang, X., Li, L., Cao, C., Li, Y., Xu, Y., Sun, K., Yu, D., Yu, C., Tian, Y., Dong, Q., Liu, W., Shi, B., Cui, Y., Li, J., Zeng, J., Wang, R., Xie, W., ... Lan, Z. (2020). CLUE: A Chinese Language Understanding Evaluation Benchmark. *COLING 2020 - 28th International Conference on Computational Linguistics, Proceedings of the Conference*, 4762–4772.
- Ying, Y., Suprayogi, M. N., & Hurriyati, E. A. (2013). *Motivasi belajar bahasa mandarin.pdf*. 1345–1355.