

FULL-DAY SCHOOL ACTIVITIES AND ENGLISH LEARNING MOTIVATION: ITS EFFECT

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ABSTRACT

Some experts say that full-day school is a good program to increase learning motivation of students because the students have more time in school, so they also have more time involved in school activities, especially in classes that lead to high productivity. The purpose of this study is to determine the significant effect of full-day school activities on English learning motivation in the eleventh-grade students of SMAN 1 Jenangan. It employed quantitative research used ex-post facto design. The population were 70 taken from the eleventh-grade students of SMAN 1 Jenangan. Data collection techniques are questionnaires, observation and research documentation. Data were analyzed using a simple linear regression formula using SPSS 23 windows. The result showed that R squared was 0,068. The value of F_{test} was higher than the level of F_{table} . $F_{test} 4.997 > F_{table} 3.93$ and the equation regression model is $Y = 23,434B + 0,217X$. In addition, regression model equation is significant because it has already fulfilled the criteria of linearity. Finally, the equation regression model is $Y = 23,434B + 0,217X$. It means that H_a was accepted and H_o was rejected. Thus, it can be concluded that there is a significant effect of full-day school activities on English learning motivation at the eleventh graders of SMAN 1 Jenangan. It implies that full-day school activities have a good effect on increasing students learning motivation in English.

Keywords: full-day school, English learning motivation

INTRODUCTION

Everyone needs education. It is a conscious effort and planned so that humans can develop himself through the learning process¹. Learning has an important role. Learning is to observe, to read, to imitate, to try, something themselves, to listen, to follow direction.² Similarly, teaching, which is implied in the first definition of learning, may be as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”.³ The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. The expected change in education is an effort to improve the curriculum, teaching and learning process, textbooks, evaluation methods, and refinement in providing guidance to students who have difficulty learning so that with the renewal of the education system maximum educational outcomes can be obtained.⁴

In practice, from year to year a portrait of the world of education in Indonesia often and even has always been tinged with policy changes, ranging from changes in the curriculum, to change the system of learning in an effort to fulfill every person education, so that the Minister of national education established the existence of a system of full-day school.

¹Depdiknas, Undang-undang RI No.20, *Tentang Sistem Pendidikan Nasional* (Jakarta: Depdiknas 2003), Pasal 1.

²Sardiman A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Depok:RajawaliPers 2018), 20.

³H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition*, (New York: Pearson Education Inc.,2000), 7.

⁴Fuji Dwi Lestari, “*Implementasi Fullday School dalam Meningkatkan Prestasi Belajar Siswa*”, (Tesis UMS, Surakarta, 2012), 3.

On the other hand in this full-day school system, using teaching methods which emancipator dialogues this concept offers a teaching position students as the dominant subject in the process of teaching and learning, the teacher as a facilitator and provide stimulus for students against the subjects to be discussed and deepened by the students themselves will foster a culture of discussion and dialogue, so that with ever learning students do not become saturated.⁵

Full-day schools in Indonesia are considered a new education system. Usually it starts at 07.00-16.00 pm⁶. So, during the full-day students are in school and do all the learning activities in school. In the application of the learning system full-day students potentially boredom or stress due to be at school all day. It is especially if the planned school programs are less attractive and varied.

In the full-day school program students gained a lot of benefits in academic, of course the length of study time is also one of the dimensions of the experience of the child. It is said that students will get many advantages to academically and socially by the existence of full-day school.⁷ Cryan and others in his research found that by having a full-day school demonstrate the kids will learn a lot more than playing, because of the time involved in class, this has resulted in high productivity, then it is also more likely close to the teacher, the students also showed a more positive attitude, because not the spare time to do deviation because a day students are in class and be in a supervisory teacher.⁸

The school is basically a reflection of the real conditions of society. The situation of rural people who tend to be less aware of education, want their children to immediately work and assume school is not important. This has an impact on the condition of students who are less motivated. The emergence of these problems resulted in a decrease in students in rural schools so the school had to go down the field to do socialization around the schools to build awareness of rural communities about the importance of education. Besides, schools also have to build students' motivation to continue the school spirit, what else in the modern era with very tight competition is demanded to have more skill and expertise.

Full-day School is a new innovation in education that applied at SMA Negeri 1 Jenangan when the teaching and learning process requires the academics to stay in school from morning to evening, starting at 07.00-15.30 WIB. The implementation of this Full-day school lasts five days (Monday-Friday). Saturdays are filled with non-academic activities such as extracurricular activities; students are more able to be independent and know the environment around them. The background of the establishment of Full-day School is that the learning process is student-centered. This Full-day school system learning process does not only emphasize learning on cognitive aspects but in the learning system there are various kinds of creative learning methods not based on the number information knowledge delivered by the teacher but how do students learn on "how to learn", "how to do", and "how to feel", so that the child is more active and motivated.

In teaching and learning process, motivation is necessary because someone who does not have motivation in learning will not likely perform learning activities. According to Jeremy Harmer, motivation is some kind of internal drive which pushes someone to do things in order to achieve

⁵Bobbi Departar, Mark Reardon & Sarah Singger Naurie, *Quantum Teaching (Mempraktekan Quantum Teaching Di Ruang Kelas-Kelas)*, (Kaifa, Bandung, 2004), 4

⁶Jamal Ma'murasmani, *Full Day School*, (Yogyakarta: Ar-Ruzz Media, 2017), 8

⁷Muhaimin, *Paradigma Pendidikan Islam*, (Bandung: PT. Remaja Rosda Karya 2004), 168.

⁸*Ibid*, 4.

something.⁹ It shows that students' motivation will drive students in doing something. Students' motivation can influence what and how they learn.¹⁰

Based on the observation during research at SMA Negeri 1 Jenangan, it was found the variation of students' motivation in learning English. There were high students' motivation and low students' motivation. The characteristics of low students' motivation are lazy in accepting the lessons in class, rarely do the assignment, lazy record material of teacher, lack of concentration when the teacher explained the material (daydreaming), kidding with the friend when the teacher was giving a lesson, and learning outcomes that are less good. Otherwise, the students who have high motivations are always listen what the teacher explain, do task from the teacher, do not embarrassed to ask and get good value.

There are two factors which influence students' motivation, external and internal factors. The internal factors consist of students' interest, need and goal in learning. The external factors consist of teacher, parents and environment.¹¹ Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment, classroom atmosphere, learning program and also the quality of facilities are good, they will do their best to achieve better English.

The researcher conducted research in this school because of a full-day school learning program applied by this school. In the implementation, learning is the program that has been in accordance with the mission of SMA Negeri 1 Jenangan. Therefore, the researcher is interested to conduct a research on the effects of the full-day school activities on students' English learning motivation.

The research focus is the scope of the problem to be reviewed. So, the discussion can be focused and not widen to irrelevant from the original purpose. It focuses on the effects of the full-day school activities on students' English learning motivation.

The study aims (1) to know how full-day school at SMAN 1 Jenangan Ponorogo is conducted, (2) to analysis the English learning motivation of students at SMAN 1 Jenangan Ponorogo, and (3) to find out the significant effects of full-day school to students' motivation at SMAN 1 Jenangan Ponorogo.

There are some researchers who conduct a research related to motivation and full-day school program. Rini Rohmawati conducts a research entitled *The Effect of Motivation and Anxiety on Students' Speaking Ability*.¹² It employs quantitative research that applied ex-post facto design. The findings show that there is no significant effect of motivation on students' speaking ability. It also states that there is no significant effect of anxiety on speaking ability. Thus, it concludes that there is no effect of motivation and anxiety on students speaking ability.

Moreover, Dina Melan Sari also conducts a research entitled *The Effect of Full-day School Program on Student Learning Achievement in SMA Global Madani, Rajabasa, Bandar Lampung*.¹³ It uses quantitative explanatory, using data obtained from the questionnaire distribution. The results show that there is a positive effect between full-day school program with student learning achievement. It also states that full-day school programs are not the only factors that affect students' achievement. So, it hopes

⁹Jeremy Hermer, *The Practice of English Language Teaching 3rd Edition* (London: Longman group Ltd, 1986), 51.

¹⁰Dale H. Schunk, *Learning Theories: An Education Perspective* (Amerika: Pearson, 2012), 356.

¹¹Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 276.

¹²Rini Rohmawati, "The Effect of Motivation And Anxiety on Students' Speaking Ability in the fourth semester of English Education Department at IAIN Ponorogo in academic year 2017/2018." *English Education*, 2018

¹³Dina Melan, "The Effect of Full Day School Program on Student Learning Achievement in SMA Global Madani, Rajabasa, Bandar Lampung" in academic year 2017/2018." *Social Science and Political Science*, 2018.

the next researcher can do similar research with different variables, so it can see other factors that affect learning achievement.

Furthermore, Yurni Rahma tries to determine the application of full-day school management in IpiloGorontalo Elementary School, the level of student learning motivation in participating in full-day school learning at SDN 63 Gorontalo, the effect of management of full-day school learning on students motivation in IpiloGorontalo Elementary School.¹⁴The management of full-day school learning in IpiloGorontalo Elementary School is very good and the students' motivation in IpiloGorontalo Elementary School is high. Based on the result of correlation analysis using simple linear regression techniques, the results have a significant effect between management of full-day school learning and student motivation IpiloGorontalo Elementary School.

Therefore, researcher proposes two hypothesis for the research. According Lundberg hypothesis is a tentative generalization of the validity that remains to be tested. In its most elementary stage, the hypothesis may be any hunch, guess, imaginative idea which becomes basis for further investigation.¹⁵It is a temporary answer to statement of the problems of the theoretical research. The null hypothesis (Ho) is there is no significant effect of full-day school activities on student's motivation in learning English at the eleventh graders of SMAN 1 Jenangan Ponorogo. The alternative hypothesis (Ha) is there is any significant effect of full-day school activities on students' motivation in learning English at the eleventh grade SMAN 1 Jenangan Ponorogo.

METHODS

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.¹⁶Research design is a mapping strategy which is based on sampling technique. It essentially includes objectives, sampling, research strategy, tools and technique for collecting the evidences, analyzing data and reporting the findings.¹⁷

The research design used in this study was a quantitative research particularly using ex-post facto method. Regression is one of the statistical ex-post facto methods that learn the patterns of logical relationship between two or more variables in which one of them is acting as the independent variables (variables whose values depend on other variables, and a variable to explain its value), and the other as an independent variable (variables whose values do not depend on other variable, and a variables that is used to describe other variables). Regression analysis was used to determine how the dependent variable can be predicted by the free variable individually based on the information held, so that the prediction error can be minimized. The results of the use of regression analysis can be used to decide whether and fall of the dependent variable can be done by raising or lowering the state of independent variables.¹⁸This research has two variables. The independent variable is full-day school activities (X) and the dependent variable is English learning students' motivation (Y).

¹⁴Yurni Rahma, "The Effect of Management Full Day School on Students Learning Motivation", Jurnal Pendidikan Surya Edukasi (JPSE), Volume: 4, Juni 2018, No 1.

¹⁵Cited in Prabhat Pandey and Meenu Mishra Pandey, *Reseach Methodology: Tools and Techniques* (Romania: Bridge Center, 2005), 32.

¹⁶John W, Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches*(California: SAGE, 2009), 3.

¹⁷Yogesh Kumar Signh, *Fundamental of research Methodology and Statistics*, (New Delhi: New Age International, 2006), 77

¹⁸AndhitaDessyWulansai, *PenelitianPendidikan: SuatuPendekatanPraktikdenganMenggunakan SPSS* (Ponorogo: STAIN PO PRESS, 2012), 118-119.

The population of the research was all of the eleventh-grade students at SMAN 1 Jenangan Ponorogo in academic year 2018/2019. The number of the population was 70 students. They were class XI IPA 1 which consisted of 24 students, XI IPA 2 which consisted of 23 students, XI IPS 1 which consisted of 23 students.

Sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.¹⁹ In this research, researcher applies sampling population at the sampling technique, because it saw a population of less than 100 people, then in this research all the population became sample, as many 70 students. So that the sampling technique used is samples population, that is all populations have the right to became samples.²⁰

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques of the means used to collect data. The following is the format of the preparation of the research instruments in quantitative research.²¹ In this research, writer used questionnaire and documentation as instrument to collect the data. Questionnaire used to measure the full-day school activities and English learning students' motivation. Documentation is used to obtain supporting data in this research, for example photograph of student activities, description of research locations, organizational structure and vision and mission.

The technique of data collection in this research were by conducting questionnaire and documentation. Observation is the selection and recording behavior of people in their environment.²² It means that observation is a technique that researcher does in order to increase understanding of phenomena, situations, places and participant habits while in the research location.

The object used in this observation is eleventh grade students' SMAN 1 Jenangan. This school implemented a full-day school in teaching learning process. The researcher used observation systematic data that will help researcher to collect the data. Researcher has made a framework that contains factor that have been arranged in advance. In this research, researcher used a observation to find out score, to identify students' motivation (Y) and full-day school activities.

Documentation is a kind of important technique to get the data about everything or variable which is in the form of notes, transcripts, books, newspaper, magazines, meeting result, ledger, etc.²³ In other words, it can be stated that documentation is used to collect data through printed materials. It was also used to archive data that will help researcher to collect the data. They were taken from students' result of the given test, teacher lesson's plan, and photograph of teaching-learning process. Besides that, researcher also got the data about students' name of XI IPA 1, XI IPA 2 and XI IPS 1, transcripts related the geographical history, background of school, vision, mission, and the goals of the SMA Negeri 1 Jenangan.

Questionnaire is one of the most common instruments used. They are relatively easy to prepare; they can be used with large number of subject and they can option information that is relatively easy to tabulate and analyze²⁴. It is a widely used and useful instrument for collecting survey information,

¹⁹John W Creswell, *Research Design Qualitative, Quantitative and mixed method approaches* (United State of America), 142.

²⁰SuharsimiArikunto, *ProsedurPenelitian: SuatuPendekatanPraktek* (Jakarta:RenikaCipta, 2006), 134.

²¹Louis Cohen, *Research Method in Education Sixth Edition*, (New York: Routledge, 2007), 113-200

²²Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: Salemba Empat, 2012), p.21

²³H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman: San Francisco State University, 2004), 243.

²⁴Jack C. Richard, *Curriculum Development in language Teaching*, (USA: Cambridge University Press, 2001), 60.

without the presence of the researcher, and often being comparatively straightforward to analyze.²⁵In this research, researcher used a questionnaire to identify full-day school activities (X). The scale which is used in this questionnaire was Likert scale. The Likert scale is used to measure attitude, argument, and also people perception about social phenomena. Likert scale is called summated-rating or additive scales because a person's score on the scale is computed by summing the number of responses the person gives.²⁶The variable that would be measured was reduced became variable indicator. The questionnaire in this research consist of 10 numbers multiple choice items that prepare 4 answers choice in each question: very agree (4), agree (3), sometimes (2), and never (1).

In the quantitative research, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability. Validity is the most important consideration in developing and evaluating measuring instrument²⁷.It means the ability of the test to measure what we went to measure. To measure the validity of questionnaire, in this research, the researcher uses the item validity by using the formula product moment correlation. Each item was then analyzed by using SPSS 23 for Windows. After finding r_{xy} , it was consulted to r_{table} with 5% level of significance. If the value of r_{xy} is equal to or greater than the value of r_{table} , it indicates that item is a valid. According to the r_{table} value for $N = 24$ on the 5% of significance level it listed 0,404.

Reliability is the consistency of the test scores.²⁸In general, reliability test is defined as the extent to which the result can be considered consistent or stable.²⁹Reliability is constancy or carefulness of instrument evaluation in quantitative research, reliability is an essentially a synonym for dependability, consistency and reliability over time, over instruments and over groups of respondents.³⁰It means that numerical results produced by an indicator are not vary because of characteristic of the measurement instrument itself.³¹To measure reliability, researcher used Alpha Cronbach formula. It employed SPSS 23 program windows to measure reliability. The more reliability coefficient is depressed below 1 and the lower the reliability. Conversely, if the reliability coefficient is near 1,00, the instrument is relatively little error and high reliability.³²In this research, researcher find a reliability is 0,822 it means that the reliability of the instrument is very high.

To analyze the Effect of the Full-day School Activities on English Learning Motivation at The Eleventh Grade Students' of SMAN 1 Jenangan, the researcher used simple linear regression formula. It was used to regression the Full-day School Activities with English Learning Students' Motivation. Before the researcher use simple linier regression formulate, the researcher used normality test. Normality test was used to determine whether a data set was well- modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.³³To better avoid the mistakes the research used some formula, the researcher chose Kolmogorov-Smirnov to calculate it.

²⁵Louis Cohen, et al, *Research Method in Education*, 2007,317.

²⁶W Lawrence Neuman, *Social Research Methods: Quantitative and Qualitative Approaches*, (Boston: PERSON Education,2000), 182.

²⁷Lyle F. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: Oxford University Press, 1997), 236.

²⁸Lyle F.. Bachman, *Fundamental Considerations in Language Testing* (United Kingdom: University Press, 1997), 237.

²⁹James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment* (New York: McGraw Hill ESL,2005), 175.

³⁰Louis Cohen, et al, *Research Method in Education*, (New York: Madison Avenue,2007), 146

³¹W Lawrence Neuman, *Basic of Social Research Quantitative and Qualitative Approach Second Edition*, (Boston: Person Education, 2004), 116.

³²Ibid, 147

³³RetnoWidyaningrum, *Statistik*, (Ponorogo: IAIN PO Press, 2009), 206

FINDINGS

The researcher conducted observations on January 28 2019, researcher observed the process of full-day school activities at SMAN 1.³⁴Based on the observations that have been carried out by the researchers above, in full-day school activities at SMAN 1 Jenangan run well and in accordance with the vision, mission and objectives of SMAN 1 Jenangan, one of which is having a strong, directed and orderly reading culture and grow the spirit and culture of good achievement academic and non-academic to all school members.

In addition, researchers also distributed questionnaires to 70 students related to the implementation of Full-day School. In this case, the researcher made 10 questions related to the application of a full-day school system with alternative answers, each of which has a weighting value different. The questionnaire was given to the tenth-grade students of SMAN 1 Jenangan. The questionnaire which distributed to 70 respondents indicated that the full-day school showed the highest score was 38 and the lowest was 15. Based on that score, to determined interval used formula:

$$i = \frac{R}{k}$$

To cast about k value used formula :

$$\begin{aligned} k &= 1 + 3,322 \log n \\ &= 1 + 3,322 \log 70 \\ &= 1 + 3,322 \times 1,84509804 \\ &= 1 + 6,129415688 \\ &= 7,129415688 (7) \end{aligned}$$

To cast about R value used value used formula:

$$\begin{aligned} H &= 38 \\ L &= 15 \\ R &= H - L + 1 \\ &= 38 - 15 + 1 = 24 \end{aligned}$$

To determined interval used formula:

$$i = \frac{R}{k} = \frac{24}{7} = 3,428571 (3)$$

The result of questionnaire of the full-day school was varieties. There were 8,6% or 6 students got score between 15-17, 21,4% or 15 students got score between 18-20, 21,4% or 15 students got score between 21-23, 20,0% or 14 students got score between 24-26, 5,7% or 4 students got score between 27-29, 8,6% or 6 students got score between 30-32, 5,7% or 4 students got score between 33-35, 8,6% or 6 students got score between 36-38.

The results stated that $M = 24,33$ and $SD = 5,71$. To determine the category of the full-day school was good, medium or poor, the researcher grouped scores using the standard as follow:

- a. More than $M + 1.SD$ ($24,51 + 6,09 = 31$) is categorized into good.
- b. Between $M - 1.SD$ To $M + 1.SD$ is categorized into medium.
- c. Less than $M - 1.SD$ ($24,51 - 6,09 = 18$) is categorized into low.

It can be seen that the scores which are more than 30 is considered into good, while are less than 19 is categorization into low and the score of between 19-30 is categorization medium. It means that the students' questionnaire on the school full-day school activities showed that 23% in the good category, it is mean that there are 16 students' positive response, 69% in a medium category. It means that there are 48 students' neutral response and 8% in a low category. It means that there are 6 students' negative

³⁴Observation of the Full Day School Activities, Monday, 28 January, 2019, 06:30 - 15:15 WIB

response.

Furthermore, the researcher also found out the English learning students' motivation of the eleventh-grade students of SMAN 1 Jenangan through observation. Based on data obtained from an observation systematic distributed to 70 respondents indicated that the motivation students showed the highest score was 39 and the lowest was 21. Based on it, to determine interval used formula:

$$i = \frac{R}{k}$$

To cast about k value used formula :

$$\begin{aligned} k &= 1 + 3,322 \log n \\ &= 1 + 3,322 \log 70 \\ &= 1 + 3,322 \times 1,84509804 \\ &= 1 + 6,129415688 \\ &= 7,129415688 \text{ (7)} \end{aligned}$$

To cast about R value used value used formula:

$$\begin{aligned} H &= 39 \\ L &= 21 \\ R &= H - L + 1 \\ &= 39 - 21 + 1 = 19 \end{aligned}$$

To determine interval used formula:

$$i = \frac{R}{k} = \frac{19}{7} = 2,714285 \text{ (3)}$$

The result of questionnaire of the students' motivation was varieties. There were 21,4% or 15 students got score between 21-23, 15,7% or 11 students got score between 24-26, 17,1% or 12 students got score between 27-29, 14,3% or 10 students got score between 30-32, 24,3% or 17 students got score between 33-35, 5,7% or 4 students got score between 36-38, 2,9% or 2 students got score between 39-41. It showed that $M = 28,76$ and $SD = 5,055$. To determine the category of the full-day school was good, medium or poor, the researcher group scores using the standard as follow:

- a. More than $M + 1.SD$ ($28,76 + 5,055 = 34$) is categorized into good
- b. Between $M - 1.SD$ To $M + 1.SD$ is categorized into medium.
- c. Less than $M - 1.SD$ ($28,76 - 5,055 = 24$) is categorized into low.

It can be seen that the scores which are more than 34 is considered into good, while are less than 24 is categorized into low and the score of between 24-34 is categorized medium. That categorized can be clearly seen in the following:

From the such categorization can be seen that the students' motivation showed that 30% in the good category, 49% in a medium category and 21% in a low category.

Assumption test analysis conducted as the prerequisite for testing hypothesis. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. Conducting the data are in normal distribution or not, the highest value of significance correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower than the value of Kolmogorov-Smirnov table for 5% or 0,05 level of significance, it can be concluded that the data are in normal distribution. While, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% or 0,05 significance it can be concluded that the data are not in normal distribution. In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 23 for Windows.

Based on the result of the normality data, namely the value of Kolmogorov-Smirnov shown the normality score is 0.200 because (significant value ≥ 0.05), H_0 is accepted, so score for the variables are normally distributed.

Linearity test is a form of functional relationship between variables. Linearity test is used to test the model of regression equation of a variable Y over a variable X.³⁵The result of the linearity data, result of the significant value is 0.393 and it's greater than 0.05 which means that there is a significant linear relationship between variable Full-day School (X) with variable Students' Motivation (Y).

In this study, there is one hypothesis that should be tested. To decide whether Ho is rejected or accepted, it is necessary to compute the data, therefore the conclusion for the hypothesis can be drawn based on the result of the computation. The Ho will be rejected and the Ha will be accepted if the value of T_{score} is higher than T_{table} . Meanwhile, Ho will be accepted and Ha will be rejected if the value of T_{score} is lower than T_{table} .

The researcher calculated by using SPSS 23 program to found out if there was a significant or not. Before calculating t-test, the data should have normal distribution and homogeneity. The researcher conducted t-test calculation by using SPSS 23 program. The result of calculation as follow:

Table 1. Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.262 ^a	.068	.055	4.914

a. Predictors: (Constant), Full-day School

Based on the table above, the value R as a symbol of coefficient correlation showed 0,262. It means that the correlation between two variables in this research namely school facilities and students' English achievement is categorized into low. Moreover, the value of R squared/Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared above showed 0,068. It implies that the independent variable X (Full-day School) gives 6,8% contribution on the dependent variable Y (English Learning Students' Motivation), then 93,2% influenced by other factors.

Then, the analysis focus on the linearity of each variable, namely, the independent variable, X (Full-day School) toward the dependent variable Y (English Learning Students' Motivation), it can be seen from the ANOVA table below:

Table 2. ANOVA

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	120.669	1	120.669	4.997	.029 ^b
	Residual	1642.203	68	24.150		
	Total	1762.871	69			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Full-day School

Referring to the ANOVA table above, the significant value is 0,029. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria are if the significant value (less than) $\leq 0,05$, linear regression could be applied.

Then, the analysis focus on the effect of the independent variable X (Full-day School Activities) toward the dependent variable Y (English Learning Students' Motivation), it can be seen from the Coefficient table below:

³⁵Supardi, *Aplikasi Statistika Dalam Penelitian*, (Jakarta Selatan : Change Publication, 2013),129.

Table 3. Coefficients

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.434	2.453		9.555	.000
	Full-day School	.217	.097	.262	2.235	.029

a. Dependent Variable: Motivation

Based on the above table it is known that the significance value for the effect of X on Y is 0.000. Gives a clear description about the equational regression model through Unstandardized Coefficients B. Therefore, the equational regression model is $Y = 23,434B + 0,217X$. The T_{score} above showed 23,651, it was compares to t_{table} with 5% level of significance, it listed 4,00. It means that T_{score} is higher than T_{table} . And the significant value is 0,029. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. The criteria is if the significant value (less than) $< 0,05$. Referring to the result of analysis through SPSS 23 for Windows, it can be concluded that H_a was accepted and H_0 rejected. It implied Full-day School Activities there are significantly affects the English Learning Students' Motivation.

DISCUSSION

This research was conducted to find out whether there was a significant effect of full-day School Activities on English learning motivation at the eleventh-grade students' of SMAN 1 Jenangan Ponorogo. In this study, questionnaires and observations were used to obtain some data about full-day school activities based on student perceptions of class XI students of SMAN 1 Jenangan Ponorogo. In addition, the researcher used documentation techniques to obtain some data about English degree motivation of students in the eleventh class of SMAN 1 Jenangan Ponorogo.

After collecting data, then make a description of the data. It describes the results of the observation, questionnaire and documentation of student grades in English subjects. Then, data analysis is carried out. From the data analysis about the effect of significant full-day schemes activities on English learning motivation at the eleventh-grade students' of SMAN 1 Jenangan Ponorogo. It was found that the significant value was 0,029. It means that the regression model equation is significant because it has already fulfilled the criteria of linearity. Criteria are if the value is significant (less than) $< 0,05$, linear regression cannot be applied. It can be concluded that H_a is accepted and H_0 is rejected.

The value of R squared / Coefficient Determination informs about how well the independent and dependent variable interacted. The R squared showed 0,068. It implies that the independent variable X (Full-day School) gives 6,8% contribution toward the dependent variable Y (English Learning Students' Motivation). The data shows that the significant effects of Full-day School Activities on English Learning Students' Motivation in eleventh graders of SMAN 1 Jenangan Ponorogo is 6,8%. It can be concluded that H_a was accepted and H_0 was rejected. It means that the increasing of Full-day School Activities is followed by the increasing of English Learning Students' Motivation.

After collecting data, then make data description. The result are as the follows:

- a) The value of T_{score} is higher than the level of T_{table} . $T_{score} 23,651 \geq T_{table} 4,00$ and the equational regression model is $Y = 23,434B + 0,217X$. It means that there is significant effect of Full-day School Activities on English Learning Students' Motivation in eleventh grade students at SMAN 1 Jenangan Ponorogo

academic year 2018/2019. In Harmer's perception, intrinsic motivation and extrinsic motivation derived from within the individual is especially important for encouraging students' success in second language learning.³⁶ Motivation is very crucial in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation. Determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.³⁷

- b) The value of the effect of X on Y is 0,029. of T_{table} . $T_{score} 23,651 \geq T_{table} 4,00$ and the equational regression model is $Y = 23,434B + 0,217X$. So, it can be concluded that H_a is accepted which means there is significant effect of Full-day School Activities on English Learning Motivation at the eleventh grade students of SMAN 1 Jenangan Ponorogo academic year 2018/2019. It accepted the theory which explained, very essential in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation.³⁸
- c) Based on the result, the significance value for the effect of X on Y is 0,029. Of F_{testis} higher than the level of F_{table} . $F_{test} 4,997 > F_{table} 3,93$ and the equation regression model is $Y = 23,434B + 0,217X$. So, it can be concluded that H_a is accepted which means there is significant effect of Full-day School Activities on English Learning Motivation at the eleventh-grade students of SMAN 1 Jenangan Ponorogo academic year 2018/2019.

It shows that full-day activities that are implemented well by teachers can motivate students in learning. This is according to Safinatunnajah, "that the issue of motivation is not only related to student psychology, but also related to learning management".³⁹ Every student has motivation different, therefore the implementation of learning fosters student learning motivation is one of the tasks and responsible teacher.⁴⁰ So that with the right full-day activities the teacher learning will be more interesting and fun so that students motivated to take part in learning and the process of teaching and learning activities can run fluent.

CONCLUSION

Full-day school activities have some positive effects, especially in students' motivation of the eleventh graders of SMAN 1 Jenangan Ponorogo. It showed that R squared was 0,068. It implies that the independent variable X (full-day school activities) gives 6,8% contribution on the dependent variable Y (English learning students' motivation), then 93,2% influenced by other factors. Then, the equational regression model is $Y = 23,434B + 0,217X$. So, it can be concluded that H_a was accepted and H_o was rejected.

It is also suggested that the teacher can be more creative in activity teaching and learning. So that the learning done is more varied, maximizing the use of methods, strategies, learning media, learning is not only done in class but outside the classroom and makes students more motivated to learn English. For future researchers, they can study this study and get motivation for look for similarity topics and how to try to find solutions to problems that arise in English learning. Students should maintain motivation to learn so that the learning goals needed will be achieved optimally.

³⁶Tuan, Luu Trong. "An Empirical Research Into EFL Learners' Motivation." *Theory and Practice in Language Study*, Vol. 2, No. 3, (2012), (ACADEMY: PUBLISHER: Manufactured in Finland, 2017), 430-439

³⁷Bakar, Ramli. "The Effect Of Learning Motivation on Students Productive Competences In Vocational High School, West Sumatra." *International Journal Social Science*, Vol. 4, No. 6, (2014)

³⁸Ibid

³⁹Tiara Rosalina, "Pengaruh Manajemen Pembelajaran Full Day School Terhadap Motivasi Belajar Siswa", 2012, (Online), karya-ilmiah.um.ac.id, diakses 05 Mei 2019.

⁴⁰Sanjaya, W. "Kurikulum dan Pembelajaran", (Jakarta: Fajar Interpretama Offset, 2008), 251.

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