

Students' Motivation and English Learning Achievement in Senior High School Students

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ABSTRACT

This study aims at investigating the relationship between students' motivation and their English learning achievement of the tenth grade students of a Senior High School. 100 students were randomly chosen as the sample to evaluate and determine the students' motivation and their English learning achievement. A set of questionnaire consisting of 18 items was used in this study to see the correlation between the two variables. Pearson correlation and descriptive analysis were used in analyzing data by using SPSS version 22.0. Pearson correlation shows an average level of correlation between motivation and English learning achievement. The finding shows that there was a significant relationship between students' motivation and their English learning achievement. The findings could be useful for researchers and teachers in improving students' achievement by conducting effective teaching and learning strategies to develop students' motivation.

1. Introduction

Lauder (2008) states that in Indonesia, English is not used as a medium of communication in official domains like government, the law courts, and education system. Furthermore, Lauder (2008) poses that English is a compulsory subject to be taught for three years at Junior High School and for three years in Senior High School. English in Indonesia is taught from the elementary until the university level. However, mastering English for Indonesian students is not easy because they rarely exposed to its use. Even either in the classroom or in the society they are lack of practice of their English (Nurhanifah & Widiyanti, 2012).

Many factors can influence students in mastering English; one of them is motivation. Students' motivation is needed in learning a language, especially in learning English as a foreign language. Motivation has a positive predictor of the students' achievement in learning foreign language (Oranpattanachai, 2008). In line with this, McDonough (1981) claims that motivation is highly related to the individual needs for achievement or their goals toward learning a target language. According to Dornyei (1998), motivation is one of the key factors that influences the rate and success of second or foreign language learning.

It means that motivation influences learners' achievement. In Indonesian context, many students got low score in English subject like what happens in a Senior High School in Purwokerto. The teacher reported that most of the students could not pass the minimum

standard of English subject. Based on that phenomenon it is considerably necessary to find out whether or not the students achievement influenced by the lack of motivation (Personal communication, March 2020).

In accordance with researches in term of motivation, Gardner and Lamber (1972) conducted a study on the relationship between motivation and foreign language achievement with high school students taking French as a foreign language in Connecticut. A motivation questionnaire and French achievement tests were administrated to 142 students. It was found that there was positive relationship between motivation and the students' grades in French. From Gardner and Lamber study, it can be concluded that motivation is the factor that can influence students' achievement in leaning target language. It is also supported by Choosri and Intharaksa (2011); they investigated the relationship among learners' integrative and instrumental motivation and foreign language achievement of Thai technical students enrolled in English course. Their subjects were 140 second-year vocational certificate students. The research instruments used were a questionnaire and an in-depth interview. Findings from this study reported a significant positive correlation between instrumental motivation and achievement in English at the significance level of 0.05 ($r = .170, p < 0.05$).

Both studies above explained the relationship between students' motivation and English achievement in foreign language students. However, Gardner and Lamber have done the study on the relationship between motivation and students achievement only in western context. In line with this, Choosri and Intharaksa's research were also to find out the relationship between students motivation and their English achievement of the collegian in Thai. Further, in the result of their study they found that instrumental motivation was the main factor which influenced students' achievement. How motivation influences the students' achievement in Indonesian context is still unrevealed. The present study, therefore, is to investigate the relationship between students' motivation and their English learning achievement, especially students in Indonesia. Specifically, this study was applied in a Senior High School. Literally, the objective of this study is to find out whether or not there is a relationship between students' motivation and their English learning achievement.

2. Literature Review

2.1 Motivation

Motivation is a component to achieve the goal. Both students and teacher should have the motivation in language learning process. Lightbown and Spada (2011) in their book say that positive motivation is associated with the willingness to keep learning. First, it is necessary to know what motivation is.

Norris (2001) defines motivation as learner's orientation with regard to the goal of learning language. Norris explains that language learning also needs motivation to achieve the good achievement. Dornyei (1998) says that motivation is one of the key factors that influences the rate and success of second or foreign language learning. It means that motivation influences learners' achievement. In summary, language learning motivation is the combination of learners' effort, attitudes, and inner desire to achieve the goal of mastering language. It is hard for someone to achieve the successfulness without motivation.

Brown (2001a) explains that there are two definitions of motivation in language learning, behavioristic definition and cognitive definition. Behavioristic definition explains that someone wants to do something because there is a reward for that. In cognitive definitions, there are three different theories illustrating this side of motivation; drive theory, hierarchy of need theory, and self-control theory. Drive theory drives as fundamental to human behavior claim that motivation stems from basic innate drives. Hierarchy theory explains about the basic foundation of the learner will influence their motivation in classroom. For example, a student is not in his good condition and he comes to the classroom, it influences his motivation to follow learning process. Last is self-control theory; it refers to the students' opportunity to have their choice to pursue or what do not pursue. It can build up their motivation.

Motivation can be distinguished into two kinds, extrinsic and intrinsic motivations. Brown (2001a) shows that extrinsic motivation administered rewards from beyond oneself, whereas intrinsic motivation is the intensity of feeling or drive, ranging from deeply internal, self-generated rewards to be strong. It can be said that extrinsic motivation is motivation which comes from outside of the learners and intrinsic motivation is motivation that comes from inside of the learners. In line with this, Harmer (2007a) explains that extrinsic motivation is the result of any number of outside factors. In contrast, intrinsic motivation comes from within the individual. In addition, Kaboody (2013) says that extrinsic motivation refers to pressure or reward from the social environment to learn a language. Intrinsic motivation refers to internal factors such as enjoyment and satisfaction for oneself. Intrinsic motivation refers to the following aspects of how students direct their learning with clear goals, students' participation in the English language learning activities, active seeking for clarification during the lesson, the excitement to perform activities, the proper use of reading technique, the happy feeling during the lesson, diligence in learning, and capability and frequent use of the language. In contrast, extrinsic motivation covers the aspects of how the external encouragement and motivation help students to understand and acquire the English, speaking activities, technology aids, teaching facility, special attention from the friend and teacher, teachers' rules and needs to meet career demands (Hardiana, et. al, 2013).

Table 1. the Framework of Motivation in Language Learning

Internal Factors	External Factors
Intrinsic interest of activity	Significant others
1. Arousal of curiosity	1. Parents
2. Optimal degree of challenge	2. Teachers
Perceived value of activity	3. Peers
1. Personal relevance	The nature of interaction with significant others
2. Anticipated value of outcomes	1. Mediated learning experiences
3. Intrinsic value attributed to the activity	2. The nature and amount of feedback
Sense of agency	3. Rewards
1. Locus of causality	4. The nature and amount of appropriate praise
2. Locus of control RE process and outcomes	5. Punishment, sanctions
3. Ability to set appropriate goals	The learning environment
Mastery	1. Comfort
1. Feelings of competence	2. Resources
2. Awareness of developing skills and mastery in a chosen area	3. Time of day, week, year
3. Self-efficacy	4. Size of class and school
Self-concept	5. Class and school ethos
	The broader context

1. Realistic awareness of personal	1. Wider family networks
2. Strengths and weaknesses in skills required	2. The local education system
3. Personal definitions and judgments of success and failure	3. Conflicting interests
4. Self-worth concern learned helplessness	4. Cultural norms
	5. Societal expectation and attitudes

Attitudes language learning in general

1. To the target language
2. To the target language community and culture

Other affective states

1. Confidence
2. Anxiety, fear

Developmental age and stage

Gender

In short, both extrinsic and intrinsic factors can influence learners' motivation in achieving their goal in learning a language. The extrinsic and intrinsic factors give positive effect to the learners. It can build positive motivation of the learners. On the other hand, it can provide negative effect to the learners if the learners are wrong in interpreting the two factors.

Gardner and Lambert (as cited in Lightbown & Spada, 2011) divide motivation into two basic types; instrumental and integrative motivations. Instrumental motivation is language learning for more immediate or practical goal. Integrative motivation is language learning for personal growth and cultural enrichment. These two types of motivation are related to successful language learning. Instrumental motivation refers to learner's communicative need, whereas integrative motivation refers to the students' attitude towards in second language community. Brown (2001a) describes integrative motivation as desire to learn a language stemming from a positive affect toward a community of its speakers. It means that learner is pursuing a second language for social and/or cultural purposes. In instrumental motivation, learner is studying a language in order to further a career or academic goal.

It can be concluded that learners need these two types of motivation in achieving their learning objective learners motivated by internal motivation. Thus, for their language community or their society, they are motivated by external motivation.

2.2 Achievement

Achievement is the ultimate success of meeting the goals. On the other hand, achievement level is the extent to which a student's succeeds in the examination or standardized test (Wilkes-Carrile, 2000). A standardize test which is used to measure students achievement should be based on criteria provided by the learning materials and stated in the learning elements.

3. Research Methodology

3.1 Participants / Subject / Population and Sample

A descriptive method was used in this study. The population of this study was the students of Senior High School in the first year students with total number 172. The sample was taken randomly from the all number of population.

3.2 Instruments

This study use questionnaire as the tool to collect the data. The questionnaire consisted of 18 items and was rated by using Likert scales which had five options: SA (Strongly Agree) rated 4, A (Agree) rated 3, D (Disagree) rated 2, and SD (Strongly Disagree) rated 1. The questionnaire was written in Bahasa Indonesia form, to make the sample students easier to fill the questionnaire. It also contained both of instrumental and integrative motivations. The questionnaire was analyzed by using frequency analysis in SPSS 22.

3.3 Data Analysis Procedures

In this study, Pearson’s Product Moment Correlation Coefficient was used to find out the correlation between variable X (Students’ motivation) and variable Y (the students’ English Achievement). The correlation analysis was calculated with SPSS software version 22.0. To interpret the correlation coefficient, the following criterion from Sarwono (2006) was used.

Table 2. The Interpretation of the Correlation Coefficient

Score	status
0	No correlation
> 0 – 0.25	Very weak correlation
> 0.25 – 0.5	Average correlation
> 0.5 – 0.75	Strong correlation
> 0.75 – 0.99	Very strong correlation
1	Perfect correlation

Source: adopted from Sarwono (2006)

4. Findings

A questionnaire was distributed to the 10th grade students of a Senior High School to know the students motivation in learning English. The questionnaire comprised 18 items. It was self-constructed and developed from the literature review. The questionnaire was rated by Likert-scale key, which had four options: Strongly Agree (rated 4), Agree (rated 3), D meaning Disagree (rated 2), and SD meaning Strongly Disagree (rated 1). The following table shows the percentage of each option.

Table 2. The Questionnaire Percentage

No	Statements	Reasons			
		Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I learn English because: I want to know and communicate with foreigners	2.9%	14.7%	64.7%	17.6%
2.	I want to be a part of English—Speaking group	0%	26.5%	58.8%	14.7%
3.	I want to read English textbook	2.9%	23.5%	55.9%	17.6%
4.	I want to participate in the activities of other cultural groups	0%	23.5%	50.0%	26.5%
5.	I want to understand English movie, video, or program	0%	2.9%	41.2%	55.9%
6.	I am interested in English arts, literatures, and history	0%	35.3%	44.1%	20.6%
7.	I want to search for English information on the internet	0%	20.6%	64.7%	14.7%
8.	I want to use English when I travel to an English-speaking country	0%	0%	47.1%	52.9%
9.	I want to get good grade in English subject	0%	2.9%	17.6%	79.4%
10.	I want to understand English arts, literatures, and	0%	14.7%	58.8%	26.5%

	history				
11.	English helps me for my further study	0%	5.9%	47.1%	47.1%
12.	I want to learn about another culture to understand the world better	0%	14.7%	61.8%	23.5%
13.	Learning English make me feel happy	0%	11.8%	58.8%	29.4%
14.	I learn English because English is international language	2.9%	2.9%	44.1%	50.0%
15.	Other people will respect me more if I know English	2.9%	38.2%	55.9%	2.9%
16.	An educated person is supposed to be able to speak English	5.9%	35.3%	52.9%	5.9%
17.	I learn English because my parents will give me a reward if I master it.	17.6%	61.8%	17.6%	2.9%
18.	I will feel proud if I can speak English	0%	2.9%	29.4%	67.6%
	Mean	1.9%	18.8%	48.4%	30.9%

According to the data from the table above, it can be concluded that 79.3% students had motivation to learn English, and 20.7% students had negative perspective about motivation in learning English. The highest reason of learning English from the data is that they learn English because they want to get the best score in English. Then, they will feel proud if they can speak English, which also becomes the great reason for them to learn English. From the data, it can also be seen that students had good perception toward motivation in learning English as their subject in the school. The data was taken at 29th March 2020.

Pearson Product Moment Correlation was used to see whether there was significant correlation between students' motivation and the English achievement. The results of the correlation analysis can be seen in the following table.

Table 3. The Correlation between Students' Motivation and the English Achievement Correlations

		Motivation	MidScore
Motivation	Pearson Correlation	1	.411*
	Sig. (2-tailed)		.016
	N	34	34
MidScore	Pearson Correlation	.411*	1
	Sig. (2-tailed)	.016	
	N	34	34

*. Correlation is significant at the 0.05 level (2-tailed).

The result of the correlation analysis revealed that the Pearson Product Moment Correlation coefficient was 0.411. It is positively correlated. According to the guidance from Sarwono (2006), the relationship between the two variables was average. In addition, the correlation was significant because r-obtained was higher than r-table (0.016 < 0.05). Therefore, H₀ was rejected and H_a was accepted.

Table 4. Correlation between Integrative Motivation and Students' Achievement Correlations

		integrative	Score
integrative	Pearson Correlation	1	.477**
	Sig. (2-tailed)		.004
	N	34	34
Score	Pearson Correlation	.477**	1
	Sig. (2-tailed)	.004	
	N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5. Correlation between Instrumental Motivation and Students' Achievement Correlations

		Instrumental	Score
instrumental	Pearson Correlation	1	.245
	Sig. (2-tailed)		.162
	N	34	34
Score	Pearson Correlation	.245	1
	Sig. (2-tailed)	.162	
	N	34	34

To see which one of the motivation has significant influence on students' achievement, the data above were analyzed. When analyzing each type of motivation, it was found that the integrative motivation was significantly correlated with English learning achievement at the significance level of 0.01 ($r = .004 < 0.01$). However, the instrumental motivation was not significantly correlated with English learning achievement at the significance level of 0.01 ($r = .162, p > 0.01$). It can be concluded that students learn English because of their desire to learn it. Furthermore, it explained that integrative motivation is the desire to learn a language stemming from positive that affects toward a community of its speaker. This result showed the different result from the previous result which was done by Choosri and Intharaksa (2011), where they found that instrumental motivation has significant influence to the students.

5. Discussion

The motivation and English learning achievement were significantly correlated. The results of the study indicated that there was a positive relationship between motivation and the students' achievement. The students' achievement had an ameliorating effect on their motivation. It enabled students to use the target language more often, encouraged communication with others in the language, created an environment for stimulating classroom activities, and gave variety to language learning. These significant results were in line with Liu (2007). The study showed that motivation of the students was positively correlated with their English proficiency. According to Norris (2001), motivation is learner's orientation with regard to the goal of learning language. Norris explains that language learning also needs motivation to achieve the good achievement. Positive motivation is associated with a willingness to keep learning (Lightbown & Spada, 2011).

From the percentage of the questionnaire (79.3%) can be seen that students had good motivation in learning English. It is also supported by the result of the correlation analysis between motivation and students' English learning achievement. The r -obtained was higher than r -table ($0.016 < 0.05$). The result of this study shows that there was a significant relationship between students' motivation and their English learning achievement, although the significant state in average level.

Besides, this study also looked for the types of motivation that influenced students' motivation. From the result of the questionnaire, it can be seen that integrative motivation had significant correlation to students' English learning achievement ($r = .004 < 0.01$). Malone and Lepper (1987) state that integrative motivation in term of what learners do without external reward or inducement. It is also supported by Borich and Tombrni (1997) that intrinsic motivation as a power that influences learners to choose a task, make them energized about the task, and persist until they accomplish the task regardless of whether there would be an immediate reward or not.

The statements above supported the statement in questionnaire about integrative motivation. The highest percentage also mentions that the students learn English because they want to communicate with other people in English. However, instrumental motivation points that there is no correlation between instrumental motivation and students' English learning achievement, instrumental motivation also have good effect in students' motivation. It can be seen from the percentage of the questionnaire. 79% of the participants agreed that they learn English to get best score. It explains that they learn English because there is a reward. As it is explained by Gardner and Lambert (as cited in Lightbown & Spada, 2011), instrumental motivation is language learning for more immediate or practical goal. Instrumental motivation refers to learner's communicative need, whereas Brown (2001a) describes in instrumental motivation, learner is studying a language in order to further a career or academic goal. In summary, both instrumental and integrative motivations have a correlation with the students' achievement.

6. Conclusion

This study investigated the English language learning motivation level of the tenth grade students of a Senior High School. From the data it can be seen that the student English language achievement influenced by their motivation in learning English. However, another result of the present study indicated that the integrative motivation seemed to influence the student strength of motivation. However, instrumental motivation also takes into account in their learning process. This is because these two types of motivation, integrative motivation and instrumental motivation were the significant predictors of the students' desires to studying English. Integrative motivation as well as instrumental motivation is all important factors to help students improve their English. Given that the present study was designed to evaluate the use of motivation and English as a foreign language requirement to predict the student's English language achievement of studying English.

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