

The Students' Motivation and Achievement in Learning English: The Correlational Study

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ABSTRACT

The students have a lot on their plates already, and one of the biggest is the academic activity. Researchers have shown a correlation between intrinsic motivation and academic performance. Students' English proficiency is also influenced by their level of interest and effort in learning the language. The purpose of this research was to determine if and how students at MA Muhammadiyah Darul Arqam Punnia Labumpung, Kab. Pinrang is motivated to learn English based on their academic performance. Students' interest in English and effort in studying the language were found to be significantly related. This was demonstrated by a correlational study on students' motivation and their performance on an English language test. The first piece of good news is that the SPSS 21 program's computed r value is greater than the table at both the 5% and 1% significant level ($0.367 \ 0.852 > 0.47$). Second, the computation of the contribution between student motivation and achievement in English showed that student motivation (variable X) contributed roughly 72.59% contribution to the achievement (variable Y) of the sample class, while the remaining 25.41% was influenced by other factors.

Keywords: Students' Motivation, Learning English, and English Achievement.

INTRODUCTION

Education is a system that organizes a broad mission related to the development of physical, health, skills, thoughts, feelings, and social, until the issue of trust. Education is an effort to develop human capability and motivation to live worthy as a person and in society. Education also aims to mature, including intellectual, social and moral maturity. In essence, education is a transformation that turns input into output. Thorne & Hellermann (2015). argued that practical speaking and language greatly control human life and more fully monitor and control their behaviour. In other words, Banga & Suri (2015) say that Language is the capacity to learn and employ a sophisticated system of communication, and more specifically, the human capacity to do so. Language is a means of expression, a medium of communication, and a mechanism of social control. Every human being needs both formal and no formal education. Idris et al., (2012) stated that education provides knowledge and skills to the population and shapes the personality of a nation's youth. Human knowledge will be able to compete nationally and internationally.

Furthermore, Colley et al., (2002) explain that there is no coercive term for education other than human consciousness itself. Therefore, Colley et al., (2002) said that education is an effort to develop the human motivation ability to live a decent life, meaning that motivation is the powerhouse for humans to perform learning. In other words, learning depends upon motivation, it plays a significant role in learning including language learning. In the learning process approach, motivation is thought to be very closely related to achievement. In that case, it will be a powerful driver for himself/herself in learning and, at a later stage, will result in learning achievement because motivation is a set of processes that stimulates, orients, and maintains human behaviour toward achieving a goal (Pakdel, 2013).

In the context of English language learning, motivation refers to the internal and external elements that motivate students to engage in language-learning activities, continue their efforts, and seek to attain their language-learning goals (Rahardjo & Pertiwi, 2020). It encompasses students' ambition, excitement, and determination to learn language skills and improve their communicative ability.

Sources of motivation can be identified into two: intrinsic and extrinsic (Marzuki, et al., 2021). The former can be identified by observing one's internal interest, while the latter comes from outside factors like rewards. Recognizing that people have varied needs and preferences is essential for inspiring them to do their best work. Having this knowledge will help you classify your team members and motivate them effectively. Every team has its unique dynamics, and its members have diverse motivational requirements. For some, the phrase "intrinsic" (which means "from inside") is the most motivating, and they will happily do any duty related to their interests. Intrinsic motivation refers to the natural interest and enjoyment that people feel when they engage in an activity for its own purpose. It is motivated by a personal sense of fulfilment, curiosity, or intellectual stimulation. Genuinely motivated students find pleasure and fulfilment in the process of learning English, such as exploring new vocabulary, expressing themselves, or engaging in meaningful conversations.

On the contrary, some people are more influenced by extrinsic motivation, which, in their view, says that challenging activities can be handled so long as there is a reward at the end. Master the art of figuring out which personality types will mesh well with which teammates. Extrinsic motivation, on the other hand, is motivated by external circumstances or concrete benefits (Rafasah, 2019). This incentive is participating in language learning activities to acquire external benefits such as grades,

praise, recognition, or even material rewards. Extrinsic incentives can be beneficial in engaging kids and motivating them to fulfil particular objectives or criteria.

In contrast to extrinsic motivation, which is controlled by reward contingencies, the driving force behind intrinsic motivation is an individual's desire to pursue an activity out of pure interest or delight. Tohidi & Jabbari (2012) explain that when a person is intrinsically motivated, they are motivated by their own interest or enjoyment in the activity at hand rather than by any external pressure to complete it. Individuals who are intrinsically motivated are driven to take action by their internal desires rather than by any external rewards, incentives, or punishments.

Peter (2015) also explains both internal and external drives. It's common to look for both internal and exterior causes while pondering what motivates people. The prospect of reward, whether monetary or otherwise, can serve as an incentive to get started on a project. Because of this, the work is necessary for obtaining the external reward. The person being requested to act has no internal say in the matter. These examples illustrate the nature of extrinsic motivation.

Lai (2011) explains deeply that in the case of an extrinsically motivated person, the sources of their drive come from without. That is to say, our intrinsic motivation to complete an action is governed by factors external to ourselves. It's important to remember that the task's intrinsic value remains unaffected by the presence of external stimuli. The term "extrinsic" refers to the source of the inspiration. One of the most discussed and well-known motivations is financial gain. Looking at how motivation can drive one's effort and eventually contribute to achievement, it is important to identify students' motivation and reflect on how it relates to their learning outcome. Hence, this study aims to see if the positive correlation between these two aspects can be found in the students of MA Muhammadiyah Darul Arqam Punnia Labumpung, Kab. Pinrang.

The consequences, progress, or levels of proficiency that students achieve in their language learning attempts are referred to as achievement in learning English. It entails the development of language abilities such as speaking, listening, reading, and writing, as well as grammar, vocabulary, and cultural components. Assessments, examinations, and evaluations can be used to assess students' language ability and growth over time.

Language learning achievement is judged not only by knowledge or skills acquired but also by students' ability to apply and use the language effectively in real-life circumstances. It entails being able to communicate fluently in English, interpret and generate meaningful and coherent materials, and confidently engage with others (Dwinalida & Setiaji, 2022). Motivation and achievement in English study are inextricably linked. Students' involvement, effort, and tenacity in language learning tasks are influenced by motivation, which can have a favourable impact on their accomplishment (Anwar, et.al., 2021). Students that are motivated are more likely to actively participate in language learning activities, seek opportunities to practice and improve their skills, and persevere in the face of adversity. As a result, their language learning achievement is frequently higher than that of people who lack drive or participate in low levels of engagement. Understanding the dynamics of motivation and achievement is critical for educators because it allows them to design effective teaching strategies, create a supportive learning environment, and implement interventions that can improve students' motivation and language learning outcomes.

METHOD

Research Design

A research design is an organized set of steps for conducting research that yields reliable, accurate, and cost-effective results for the research issues at hand. According to Creswell (2012), The research plan detailed the steps taken to acquire data, analyze that data, and write up the findings. The research design is an important part of any study since it specifies the systematic approach used to investigate research topics and provide credible results. A quantitative research approach was used in this study to investigate the relationship between students' motivation and their achievement in learning English.

This study employed quantitative as its methodology. Researchers used correlational analysis to assess the interaction and its strength between the variables observed (students' motivation and students' achievement in learning English). The collecting and analysis of numerical data to measure variables and determine correlations between them is what quantitative research is all about. In this example, researchers used correlational analysis as a statistical tool to evaluate the interaction and intensity of the relationship between the observable variables, which are students' motivation and English learning achievement.

The population of this research is the students of MA Muhammadiyah Darul Arqam Punnia Labumpung, Kab. Pinrang. A random sample procedure was used to assure representative results. This method gave every student in the population an equal chance of being included in the research sample, increasing the generalizability of the findings.

In terms of sampling, this research used a random sample method. This indicates that everyone in the population had an equal opportunity to join the study's sample. Researchers in this study instead focused on students in MA Muhammadiyah Pinrang's combined 11th-grade science and social studies course. A total of thirty samples were taken for allowing for a reasonable yet useful data analysis.

Data Collection

A survey, test, scale, rating, or other tool was used to measure the variables, features, or information of interest (often some aspect of behaviour or psychology) for this study. Researchers used numerous research instruments, such as questionnaires, tests, scales, ratings, and other tools, to measure the variables of interest in this study. These tools were chosen with care to capture certain characteristics of behaviour or psychology relevant to students' motivation and achievement in English learning.

In the context of this study, the researchers used exams to assess the student's English ability in writing, speaking, reading, and listening. Tests are structured collections of questions or stimuli designed to elicit quantifiable responses, allowing numerical scores to be calculated. The use of exams enables standardized and systematic evaluation of students' language skills across many language domains.

The researchers in this study may find the research instrument useful. Here, the researchers put the instrument to the test. According to Ary et al., (2009), a test is a series of questions or other stimuli delivered to a person to elicit answers from which a numerical score could be derived. English proficiency in writing, speaking, reading, and listening is measured, and students' intrinsic motivation is assessed using a separate set of tests administered at the end of the research. The researchers used additional exams to gauge students' intrinsic motivation in addition to testing English ability. Intrinsic motivation refers to an individual's intrinsic drive and desire in

participating in an activity for its own purpose. The researchers hoped to get insights into the students' fundamental motivations and their impact on the learning process by delivering particular assessments focusing on intrinsic motivation.

The researchers can collect data that indicates the students' language proficiency and intrinsic motivation by administering these exams at the end of the research session. Researchers can collect precise and trustworthy data by using proper research tools to assess and explore the relationship between students' motivation and achievement in learning English. To ensure the validity and trustworthiness of the data acquired, it is critical to carefully choose and apply research instruments. Researchers must assess if the instruments are appropriate for the research setting, their psychometric qualities, and their connection with the research aims. The use of well-established and validated instruments contributes to the research findings' legitimacy and rigour. This study intends to provide significant insights into the link between these variables and how they contribute to students' progress in learning English by using exams to measure English competence and intrinsic motivation separately.

RESULTS AND DISCUSSION

In this study, tests were used to collect information on students' learning performance. There are four main areas of English proficiency assessed in this test: oral communication, reading comprehension, written expression, and listening comprehension. As the procedure, students filled out a survey to shed light on their inspiration. Thirty questions make up the survey. Thirty students took part in this investigation. The goal of this descriptive analysis is to gain insight into the progress and attitudes of eleventh-grade MA Muhammadiyah Pinrang English students. This description includes four criteria for evaluating the correctness of responses to the instrument's question items. The answer options are Strongly Agree, Agree, Disagree, and Strongly Disagree. More information will be provided by describing each of the existing variables in more depth below.

The Student's Achievement in Learning English

In this section, the findings made by the researcher in the course of their investigation were discussed. The results demonstrate the student's proficiency in four areas of English language study: listening, reading, speaking, and writing.

a. Scoring classification of student's Listening Test

Table 1. The Percentage Score of the Listening Test

Classification	Score	Listening Test	
		F	(%)
Very Good	86 – 100	11	37
Good	71 – 85	10	33
Average	56 – 70	4	13
Poor	41 – 55	5	17
Very Poor	≤40	0	0
Total		30	100

b. Scoring classification of student's Reading Test

Table 2. The Percentage Score of the Reading Test

Classification	Score	Reading Test	
		F	(%)
Very Good	86 – 100	16	53
Good	71 – 85	5	17
Average	56 – 70	9	30
Poor	41 – 55	0	0
Very Poor	≤40	0	0
Total		30	100

c. Scoring classification of student's Speaking Test

Table 3. The Percentage Score of the Speaking Test

Classification	Score	Reading Test	
		F	(%)
Very Good	86 – 100	1	3
Good	71 – 85	14	47
Average	56 – 70	15	50
Poor	41 – 55	0	0
Very Poor	≤40	0	0
Total		30	100

d. Scoring classification of student's Writing Test

Table 4. The Percentage Score of Writing Test

Classification	Score	Writing Test	
		F	(%)
Very Good	86 – 100	8	27
Good	71 – 85	13	43
Average	56 – 70	8	27
Poor	41 – 55	1	3
Very Poor	≤40	0	0
Total		30	100

e. The mean score and standard deviation of students

The mean score and standard deviation are presented in Table 5 to determine the students' English achievement and motivation in learning English.

Table 5. The Mean Score and Standard Deviation

		Result of the Listening Test	Result of Reading Section Test	Result of the Speaking Test	Result of Writing Test
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		81.6000	80.2000	70.6000	77.0000
Std. Error of Mean		3.31995	2.49616	1.30040	2.20449
Median		83.0000	89.0000	69.5000	79.0000
Mode		100.00	89.00	67.00	91.00
Std. Deviation		18.18412	13.67202	7.12257	12.07448
Variance		330.662	186.924	50.731	145.793
Skewness		-.625	-.522	.695	-.602
Std. Error of Skewness		.427	.427	.427	.427
Kurtosis		-.843	-.833	.257	-.379
Std. Error of Kurtosis		.833	.833	.833	.833
Range		50.00	44.00	28.00	47.00
Minimum		50.00	56.00	61.00	47.00
Maximum		100.00	100.00	89.00	94.00
Sum		2448.00	2406.00	2118.00	2310.00

Students' Motivation in Learning English

The primary reason for administering the survey to students is to gain insight into their levels of interest and commitment to the English language learning process. MA Muhammadiyah Pinrang eleventh graders were the recipients of the survey. The outcomes are tabulated below.

Table 6. The Rate Percentage of Students' Motivation in Learning English

Category	Interval Score	Frequency	Percentage
Strongly Motivated	85 – 100	15	50
Motivated	69 – 84	15	50
Moderate	52 – 68	0	0
Unmotivated	36 – 51	0	0
Strongly Unmotivated	20 – 35	0	0
Total		30	100

Table 7. The Mean Score of Students' Motivation

N	Valid	30
	Missing	0
Mean		85.0007
Std. Error of Mean		1.24515
Median		84.1650
Mode		82.50 ^a
Std. Deviation		6.81999
Variance		46.512
Skewness		.150
Std. Error of Skewness		.427
Kurtosis		-.369
Std. Error of Kurtosis		.833
Range		26.66
Minimum		71.67
Maximum		98.33
Sum		2550.02

The Correlation between Students' Achievement and Students' Motivation in Learning English (Test of Significance (F value))

The hypothesis was evaluated by computing the sample class's English Achievement test score using the Regression (Linear) method of inferential statistics in the SPSS 21 application for Windows evaluation edition. Table 8 displays the results of the calculations:

Table 8. The Test of Significance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.321	1	2.321	.050	.825 ^b
	Residual	1297.879	28	46.353		
	Total	1300.200	29			

The results of the linear test indicated that the F-value was 0.050, while the significance level was 0.825. There is a linear relationship between the variables if the value is smaller than the 0.05 criterion for significant difference, which is commonly used. It was determined that there was no linear correlation between the variables because the significance level (0.05) was exceeded by the significance value (0.85).

Computing the Coefficient Determinant

The research used the formula for calculating the determination coefficient (R) to determine the percentage of the student's motivation (X) that affects the students' achievement (Y) regarding English language acquisition. The effect of X on the rising value of Y is characterized by what is known as the determination coefficient. The determination coefficient formula is stated as follows:

$$R = r^2 \times 100\%$$

Where:

R is determination

r is the correlation coefficient

$$R = r^2 \times 100\%$$

$$R = (0.852)^2 \times 100\%$$

$$R = 0.725904 \times 100\%$$

$$R = r^2 \times 100\%$$

$$R = 72.59\%$$

The result of the R-value is 72.59%. It indicates that the effect of X (students' motivation) towards Y (Student's English achievement) is 72.59%. Meanwhile, another 25.41% may be influenced by other factors.

Testing Hypothesis

The researcher carried out a Pearson Product Moment Correlation by using SPSS 21.0 for Windows Evaluation as her statistical software. This study was conducted to test the hypothesis that there is a statistically significant link between student accomplishment and motivation in the process of learning English at the level of 0.05 significance.

Below is a table displaying the outcomes of our calculations:

Table 9. The Calculation of Pearson Product Moment Correlation using the SPSS 21 Program

Correlations		X	Y
Students' Achievement Learning English	Pearson Correlation	1	.042
	Sig. (2-tailed)		.825
	InThe sum of Squares and Cross-products	1300.200	55.956
	Covariance	44.834	1.930
	N	30	30
Students' Motivation Learning English	Pearson Correlation	.042	1
	Sig. (2-tailed)	.825	
	InThe sum of Squares and Cross-products	55.956	1348.856
	Covariance	1.930	46.512
	N	30	30

The final total can be found in Table 9, which was generated using SPSS 21 after the numbers were input. It would appear that hypothesis H1 is valid, based on the table of findings generated by SPSS. At the 5% significant level ($df = 29$), $r\text{-value} = 0.852$ outperforms $r\text{-table} = 0.367$, whereas $r\text{-table} = 0.47$ outperforms $r\text{-value} = 0.852$ at the 1% significant level ($df = 1$). This may be seen by referring to the table that follows.

Table 10. The result of the Pearson Product Moment Correlation Test Observed

Variable	rvalue	r _{table}		Df/db
		5%	1%	
X – Y	0.852	0.367	0.47	29

This meant that the student’s motivation was a major factor in the class’s overall success in teaching English. Thus, at MA Muhammadiyah Pinrang, there was a strong positive relationship between students’ motivation and their success in learning English. It means, increasing their success means strengthening their motivation.

SPSS 21’s hypothesis testing examined the correlation between the two variables, and the results showed a strong positive association. The $r\text{-value}$ (0.367) was greater than the $r\text{-table}$ (0.852) at both the 5% and 1% levels of significance. Following the preceding steps, the $r\text{-value}$ was computed to be 0.852, and the $r\text{-table}$ was generated using the table of the interpretation coefficient correlation r .

Table 11. The Interpretation Coefficient Correlation r

Interval Coefficient	Level of Correlation
0,000 – 0,200	Very Low
0,200 – 0,400	Low
0,400 – 0,600	Moderate
0,600 – 0,800	Substantial
0,800 – 1,000	High

The $r\text{-value}$ (0.852) is in the “high” range of correlation, as seen in the table of interpretation coefficient correlations above. This suggested that there was a strong relationship between student motivation and English proficiency in the sample class.

Based on the result of this study, it is found that motivation and learning achievement correlate positively. It can translate that as students’ motivation rises, their success in learning might as well increase. This finding also resonates with Rahmayanti (2016) that found how interest (as part of intrinsic motivation) influences students’ achievement in learning. She further explains why it is such an indispensable factor that students’ interest is their driving force in engaging with learning which is manifested in their seriousness in achieving their learning goal. Other manifestation of students’ motivation can as well be seen in their positive learning habit (e.g., resilience, and attitudes) which is proven to be positively correlated with their achievement (Oktavianti, 2016). Considering this consistent finding, it is then indispensable to bring students’ motivation to the table when discussion related to increasing students’ learning achievement takes place.

CONCLUSION

The results of a study conducted at MA Muhammadiyah Pinrang on students in the 11th grade reveal that students with high levels of motivation and those with low levels of motivation have comparable levels of success in their English studies. At MA Muhammad, it was discovered that there is a positive association between the level of motivation a student possesses and their level of accomplishment in English classes. Using the SPSS 21 program, it was established that the computed value of the r-value was greater than the table at both the 5% and 1% significant levels, which is expressed as $0.367 > 0.47$. Second, when the correlation between student motivation and English competence was assessed, it was revealed that motivation accounted for around 72.59% of the variance in the sample class, while other factors accounted for the remaining 25.41% of the variance. This was found when comparing the sample class to the entire population.

In conclusion, the study on 11th-grade students at MA Muhammadiyah Pinrang revealed a good relationship between students' motivation and their achievement in English lessons. The findings demonstrated that students with high levels of motivation and those with low levels of motivation achieved comparable degrees of achievement in their English studies. The statistical study performed with the SPSS 21 program confirmed the relevance of the link between student motivation and English competence. The estimated r-value exceeded the threshold values at both the 5% and 1% significant levels, demonstrating a substantial positive association between motivation and achievement. Furthermore, the analysis of variance found that motivation accounted for roughly 72.59% of the variance in the sample class, implying that desire had a significant role in explaining disparities in English proficiency across students. The remaining 25.41% of the variance was ascribed to other factors not investigated in this study.

These findings emphasize the need of fostering and sustaining students' motivation in English language acquisition. While individual variances in motivation may occur, it is comforting to observe that students' performance in English classes is not primarily driven by their initial degree of motivation. Teachers and educators can use these data to build techniques and interventions that increase students' motivation, thereby fostering improved English language proficiency. It should be noted that this study focused on a specific population and culture, MA Muhammadiyah Pinrang, and the findings may not be fully generalizable to other contexts. More research with bigger sample sizes and different student populations is needed to improve knowledge of the relationship between motivation and achievement in English language learning.

Finally, the study provides useful insights into the relationship between student motivation and achievement in English classrooms. These findings have consequences for educators, emphasizing the necessity of generating motivation and giving support to students to improve their English language learning outcomes.

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