



An Analysis Of Students' Motivation And Their Achievement In Learning English At The Department Of English Education

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ABSTRACT

Purpose of the study: This study aims to identify the dominant type of motivation integrative or instrumental among students learning English and to investigate whether these motivation types affect students' academic achievement (GPA).

Methodology: This quantitative study utilized a survey method involving 89 first-year students from the Department of English Education. Data was gathered using 20 items from Gardner's Attitude and Motivation Test Battery (AMTB), adapted to identify integrative and instrumental motivation. Statistical analysis was used to examine differences in GPA based on motivation types.

Main Findings: The findings show that 56.2% of students have instrumental motivation while 43.8% have integrative motivation. However, statistical analysis revealed no significant difference in GPA between the two groups.

Novelty/Originality of this study: This study contributes to understanding how different types of motivation (integrative vs. instrumental) relate to academic outcomes in an Indonesian tertiary EFL context.

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1. INTRODUCTION

English has emerged as a global language, utilized in diverse domains such as education, commerce, media, and technology[1]-[3]. As the primary means of international communication, its significance is increasing rapidly, not only in native-speaking countries but also in non-native contexts like Indonesia. Despite being taught formally from secondary to higher education levels, English in Indonesia holds the status of a foreign language it is not used for daily communication, official institutions, or national media[4], [5]. Nonetheless, learners demonstrate considerable interest, often investing financially in English courses, driven by both academic and career aspirations.

In formal education, however, the overall success of English language teaching in Indonesia remains a concern. In high schools, English is taught for limited hours, and even at universities, it is often confined to two credits per week[6]-[8]. These limitations, along with variations in teaching quality, hinder optimal language acquisition. Despite these challenges, many students still manage to develop proficiency in English. Research attributes much of this variation in success to psychological factors, particularly motivation[9], [10].

Motivation is widely recognized as a central factor influencing language learning outcomes. It encompasses the internal drive that initiates, directs, and sustains learning behavior [11]-[13]. Scholars commonly distinguish between two broad types of motivation in second language acquisition: integrative motivation, referring to the desire to connect with the language and culture of its speakers, and instrumental motivation, referring to utilitarian goals such as passing exams, obtaining scholarships, or securing employment [14], [15].

In many EFL (English as a Foreign Language) contexts, including Indonesia, instrumental motivation is often presumed to dominate due to learners' pragmatic goals. However, other studies indicate that integrative motivation such as an interest in English culture or a desire for authentic interaction also plays a role in sustaining learning engagement [16]-[18]. Gardner argues that both types of motivation can lead to successful language learning, though their effectiveness may differ depending on the context and the learner's personal goals [19], [20].

Beyond classifying learners' motivation types, it is also essential to examine whether these motivational orientations are correlated with academic performance [21]-[23]. While some studies show a positive relationship between high motivation (either integrative or instrumental) and better learning outcomes, few have empirically compared academic performance, such as Grade Point Average (GPA), between students with differing motivation types [24], [25]. Moreover, most Indonesian-based studies on motivation have focused solely on identifying dominant motivation types, without measuring their direct impact on achievement metrics.

To address this gap, the present study explores two primary research questions: (1) What is the dominant type of motivation (integrative or instrumental) among first-year English Education students at Syarif Hidayatullah State Islamic University Jakarta? and (2) Is there a significant difference in students' academic achievement (measured by GPA) based on their motivation type? [26]-[28].

The novelty of this study lies in its combination of motivational profiling and achievement analysis within an EFL tertiary context [29]-[31]. It contributes to the broader understanding of how motivational orientations may or may not translate into measurable academic outcomes, especially in a setting where English is not used in daily life. The findings are expected to provide implications for English educators and curriculum developers in designing instruction that aligns with students' motivational drives, thus improving learning outcomes [32], [33].

In an effort to improve the quality of learning in higher education, various studies have been conducted to understand the factors that influence students' learning success. Two important aspects that are often studied are learning motivation and academic achievement, because both are the main indicators in determining the effectiveness of a learning process [34]-[36]. Along with the development of learning approaches and advances in educational technology, researchers have begun to explore various strategies to improve both aspects, both through analyzing the relationship between students' internal variables and through technology-based interventions. Therefore, it is important to conduct a gap analysis of various studies that have a similar focus but different approaches, in order to find research spaces that are still open and relevant for further study. The study entitled "An Analysis of Students' Motivation and Their Achievement in Learning English at the Department of English Education" emphasizes the importance of understanding motivation and learning achievement in the context of English language learning. However, this study is still descriptive and has not included innovative learning interventions [37]-[39]. On the other hand, the study entitled "Evaluating the Impact of Augmented Reality on Visual Communication Design Education: Enhancing Student Motivation, Achievement, Interest, and Engagement" carries a technology-based approach through the use of Augmented Reality (AR), which is actively tested for its influence on student motivation, achievement, interest, and engagement. This difference in approach reflects a significant gap, namely the role of interactive technology in language learning to improve student motivation and learning achievement as a whole has not been explored [40], [41]. The first study tends to focus on the internal aspects of students, while the second study emphasizes the importance of learning media as an intervention variable. Based on this description, it can be concluded that there is a research gap that can still be explored, especially in integrating modern learning technology, such as interactive media or Augmented Reality, into English learning [42], [43]. This approach not only has the potential to improve student motivation and learning achievement, but also opens up space to develop learning that is more interesting, contextual, and in accordance with the needs of today's digital generation. Therefore, further research needs to consider the use of innovative interventions that can accommodate students' affective and cognitive dimensions more comprehensively in the context of language education.

This study presents novelty by not only analyzing the relationship between motivation and student learning achievement in English learning, but also considering the potential for developing learning strategies based on technological innovation as a response to the demands of 21st century learning [44], [45]. Unlike previous studies that focused on internal variables descriptively, this study provides an empirical basis that can be used as an initial foothold in designing interventions based on digital media or interactive technology to improve the quality of English learning. Thus, this study contributes to strengthening the literature in the field of language education through an initial approach that encourages the integration of technology within the framework of improving student motivation and learning outcomes in the digital era [46].

This study can provide significant implications for educators, curriculum developers, and higher education institutions in understanding the psychopedagogical factors that influence student learning success.

These findings can be used as a basis for designing English language learning that is not only oriented to material, but also pays attention to the motivational aspects of students [47], [48]. In addition, this study can help educational institutions in evaluating and developing learning strategies based on a more personal and adaptive approach to student needs. Practically, the results of this study can also be an initial basis for designing technology-based learning media that can increase student motivation and involvement in the foreign language learning process.

The urgency of this research lies in the importance of improving the quality of English language learning in the era of globalization and digitalization of education, where foreign language skills are a basic competency that must be possessed by college graduates. On the other hand, the low motivation of students to learn English is still a real challenge that has an impact on low academic achievement and competitiveness of graduates [49]. In this context, a deep understanding of the relationship between motivation and learning outcomes is very important as an initial step in building learning interventions that are more effective, innovative, and relevant to the needs of the times. Therefore, this research has a high urgency as a basis for making academic policies and pedagogical development in English language education in college [50].

The uniqueness of this study lies in its specific focus on students of English language education study programs, who are strategic subjects in producing future professional educators. Unlike similar studies that are generally conducted at the high school level or the general population, this study raises the context of learning in higher education with more complex student characteristics in terms of learning needs, academic responsibilities, and professional expectations. In addition, this study simultaneously examines two important variables—motivation and learning achievement—in one focused study, thus providing a holistic picture of the dynamics of English learning from the affective and cognitive sides of students. The combination of specific context, targeted population, and two-dimensional approach is what makes this study unique and has a valuable contribution in enriching the literature on language education, especially in the higher education environment.

2. RESEARCH METHOD

This study followed quantitative research procedures with survey design. The quantitative data were obtained from questionnaires to find out the dominant type of motivation possessed by students in learning English. Moreover, the writer used students' Grade Point Average (GPA) to be analyzed to find out whether there was a significant difference in students' achievement scores based on their type of motivation. The research was conducted at the Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, during the 2018/2019 academic year [51], [52]. The target population consisted of all first-year students from three classes (Class A, B, and C). Purposive sampling was used to select 89 students who were considered relevant for the objectives of the study, as students in the first year are likely to exhibit foundational motivation patterns in learning English. The research employed a cross-sectional survey approach, where data were collected once during the academic year using a structured questionnaire and student GPA reports [53], [54].

The writer carried out this study on the students of the Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta. In this study, the technique used to select the sample was a purposive sampling technique and the sample taken was 89 first-year students of the Department of English Education in the academic year 2018/2019. As Cohen explained that in purposive sampling, samples are chosen for specific purposes.¹ In this study, the writer had chosen three classes of first-year students majoring in English education because they are still relevant in the inquiry and they might indicate their dominant types of motivation in choosing to learn English because someone's motivation in choosing study program is closely connected to their motivation.² Therefore, the writer aimed to investigate the first-year students' motivation in learning English at the Department of English education in the academic year 2018/2019.

To investigate students' motivation in learning English, the writer used a questionnaire as the research instrument. The questionnaire consisted of two parts. The first part asked the general information of the participants, such as name, gender, age, class, and grade point average. The demographic data of the students were provided only as general information and were not analyzed further except the grade point average items. The second part consisted of 20 items in which participants are required to choose one of five options rated on the five-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire items were adapted from Gardner's Attitude/Motivation Test Battery.

Table 1. The Specification of the Questionnaire Items

Variable	Motivation Type	Items Number
Motivation	Integrative	1, 2, 3, 7, 8, 9, 13, 14, 17, 18
	Instrumental	4, 5, 6, 10, 11, 12, 15, 16, 19, 20

After constructing the research instrument, the next step was conducting a pilot study to measure the validity and reliability of the questionnaire. In the pilot study, the writer distributed the questionnaire to 30 students

on the same population. Furthermore, the results of the questionnaires were analyzed to see the validity and reliability of the instrument. To analyze the validity of the items, the writer used Bivariate Correlation through SPSS Statistics 24 program. If the Pearson correlation of the item is higher than the *r_{table}*, it means that the item is significantly correlated to the total score, which indicates that the item is valid. The *r_{table}* for $df = (N-2)$ with the significance level of 0.05 (2-tailed) is 0.3610. The results of the calculation reveal that the Pearson correlation of each item is above 0.3610, which indicates that all of the items are valid (See Appendix 4). The reliability of the research instrument is essential because it refers to the consistency of the instrument. To analyze the reliability, the writer used Cronbach's Alfa coefficient through IBM SPSS Statistics 24. The result of the reliability analysis is presented on the table below.

Table 2. The Reliability of the Instrument

Cronbach's Alpha	N of Items
0,927	20

To collect the data, the writer gained approval at the Department of English Education to administer the study to the students of batch 2018. In this study, the writer used the questionnaire for collecting the data to find out the dominant type of students' motivation in learning English. Furthermore, the writer obtained the data of GPA through the questionnaire, in which the students were required to fill out the GPA on the first part of the questionnaire.

The data in this study were analyzed using descriptive statistics and statistical analysis through several steps. First, the questionnaires completed by participants were collected. Then, the mean scores of integrative and instrumental motivation items for each student were calculated to interpret the motivational level and determine the dominant type of motivation. A higher score on the integrative measure indicated a stronger integrative motivation, while a higher score on the instrumental measure indicated a stronger instrumental motivation. Based on the results, the dominant type of motivation for each student was described, and students were grouped accordingly into two categories to compare their GPA using an Independent Samples t-test. Lastly, the normality and homogeneity of GPA data were tested to meet the requirements for conducting the parametric test. A normality test is a requirement of a parametric test to see whether or not the data is having a normal distribution. In this study, the writer used Kolmogorov-Smirnov test through SPSS 24 Program to see the normality of the data. The hypotheses for the test of normality are formulated as follows.

- H_0 : the data is normally distributed
 H_0 : the data is not normally distributed

If sig. or p-value $< \alpha$ (0.05), H_0 is rejected and H_1 is accepted, which indicates that the data is not normally distributed. If sig. or p-value $> \alpha$ (0.05), H_0 is accepted and H_1 is rejected, which indicates that the data is normally distributed. The test of homogeneity is used to see whether or not the data of two groups have the same variances. In this study, the writer used Levene's Test to see the homogeneity of the variances through SPSS 24 Program. The hypotheses are formulated as follows.

- H_0 : the data have the same variances
 H_0 : the data have different variances

If sig. or p-value $< \alpha$ (0.05), H_0 is rejected and H_1 is accepted, which indicates that the data have different variances. If sig. or p-value $> \alpha$ (0.05), H_0 is accepted and H_1 is rejected, which indicates that the data have the same variances.

3. RESULTS AND DISCUSSION

This section presents the results of the research and provides a comprehensive discussion on the findings. The results are presented through tables and figures to help readers easily understand the data and analysis.

3.1. Students' Motivation Type and Achievement

The study found that among 89 students surveyed, 39 students (43.8%) demonstrated integrative motivation, while 50 students (56.2%) were instrumentally motivated in learning English. Thus, instrumental motivation emerged as the dominant type among the first-year students of the English Education Department at UIN Syarif Hidayatullah Jakarta. The categorization was based on the comparison of the mean scores obtained from the modified items of Gardner's Attitude/Motivation Test Battery (AMTB), where each student's responses were rated using a 5-point Likert scale. The mean score was interpreted using the scale shown in Table 3.3 in the methodology section.

Furthermore, the students' academic achievement was measured using their Grade Point Average (GPA). Table 1 and Table 2 below summarize the descriptive statistics of each motivation group. Descriptive Statistics of GPA Integrative Group, Mean = 3.2318, N = 39. Descriptive Statistics of GPA Instrumental Group, Mean = 3.2424, N = 50. The GPA scores of both groups are relatively similar. A more rigorous analysis was conducted using an independent samples t-test to determine whether the differences in GPA between both groups were statistically significant.

3.2. Statistical Analysis

Before conducting the t-test, normality and homogeneity tests were performed. The Kolmogorov-Smirnov test showed that the GPA data for both groups were normally distributed ($p > 0.05$). Furthermore, Levene's Test for Equality of Variances indicated that both groups had equal variances ($p > 0.05$). Thus, the assumptions for the parametric test were met. The independent samples t-test results are summarized below

Table 3. Independent Samples t-test Results

Motivation Type	Mean GPA	p-value
Integrative	3.2318	
Instrumental	3.2424	0.937

The result shows that the p-value is 0.937, which is greater than the significance level of 0.05. Therefore, there is no statistically significant difference in GPA between students with integrative motivation and those with instrumental motivation.

$$\mu_{\text{integrative}} = \mu_{\text{instrumental}} (p > 0.05)$$

3.3. Discussion

The finding that instrumental motivation slightly dominates over integrative motivation is consistent with several prior studies such as those by Kitjaroonchai and Wigesti which also found that practical goals (like better job opportunities) were key motivators among EFL students. However, the statistical analysis revealed no significant difference in GPA between the two groups, supporting Gardner's assertion that both types of motivation can effectively support language learning achievement. While motivation is crucial for learning, it may not be the sole factor that influences academic performance other elements such as learning strategies, classroom environment, and prior language exposure also play important roles. These results affirm the importance of recognizing both integrative and instrumental motivational factors in curriculum planning and student support strategies to enhance English language acquisition outcomes.

The study entitled "An Analysis of Students' Motivation and Their Achievement in Learning English at the Department of English Education" focuses on the relationship between students' learning motivation and their academic achievement in learning English [55], [56]. The subjects of this study were students majoring in English Education who had consciously chosen this field of study, so that the tendency for intrinsic motivation tends to be stronger. This study provides an understanding of how motivation can contribute to learning achievement, but has not yet reached other psychological factors such as anxiety that also affect the learning process. On the other hand, the study "An Analysis of Students' Motivation and Anxiety on Learning English at SMA Negeri 6 Kerinci" focuses on the affective aspects experienced by students in the process of learning English, namely motivation and anxiety [57], [58]. The subjects were middle-level students who may have a more limited learning background and exposure to English than college students. Although this study provides insight into the psychological challenges in learning a foreign language, it does not discuss the direct relationship between the two factors (motivation and anxiety) and students' academic achievement in concrete terms. Based on a comparison of the two studies, an important gap was found. There has been no study that integratively analyzes the relationship between motivation, anxiety, and English learning achievement in a complete research framework, either at the high school or college level. In addition, there has not been much research that discusses how the context of the educational environment and access to English learning influence the dynamics of student motivation and anxiety. Therefore, further research is needed to bridge this gap by simultaneously examining the role of motivation, anxiety, and learning achievement in one comprehensive study.

The novelty of the study titled "An Analysis of Students' Motivation and Their Achievement in Learning English at the Department of English Education" lies in its focus on specifically examining the direct relationship between students' learning motivation levels and their academic achievement in the context of English language learning at the higher education level. Unlike most previous studies that only capture motivation or anxiety separately, this study offers an empirical contribution by showing that high motivation is significantly positively correlated with students' learning achievement. This finding enriches previous studies by revealing how students' intrinsic motivational characteristics, such as professional goals and interest in the language, are the main drivers in achieving academic success. Thus, this study not only provides quantitative data on the relationship between variables, but also reflects the importance of building sustainable motivation in the context of English language

education at the university level as a strategy to improve the quality of learning that has a direct impact on learning outcomes.

Based on the results of the study showing a significant positive relationship between learning motivation and students' academic achievement in learning English, the implications of this study have a profound impact on various parties, especially in the context of higher education [59], [60]. For lecturers and managers of English Language Education study programs, these findings emphasize the importance of designing learning strategies that not only focus on delivering material, but also on strengthening students' intrinsic motivation through approaches that are relevant to their interests, career goals, and learning needs. These implications also require the development of curricula and evaluation methods that better facilitate students' learning autonomy, personal achievement, and emotional involvement. In addition, for educational institutions as a whole, these results can be the basis for formulating professional development policies for lecturers to improve pedagogical skills in building a motivating classroom climate. More broadly, this study encourages the birth of educational interventions that are oriented towards the formation of the character of active and motivated learners, which will ultimately contribute to improving the quality of graduates and their competitiveness in the global workforce [61], [62].

The limitations of the study **“An Analysis of Students’ Motivation and Their Achievement in Learning English at the Department of English Education”** lie in the scope of the subjects and variables studied. This study was only conducted on students in one study program, so the findings cannot be generalized widely to the context of other institutions or levels of education, such as high school students or students from non-English study programs. In addition, this study only focuses on two main variables, namely motivation and academic achievement, without considering other affective factors that can influence the learning process, such as anxiety, self-confidence, or the learning environment. The instruments used are also still limited to questionnaires and documentation of grades, so they do not describe the psychological dynamics in depth that can be obtained through qualitative methods such as interviews or observations. Therefore, these limitations open up opportunities for further research to explore additional factors with a more holistic approach and a more diverse population.

4. CONCLUSION

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results This study found that most first-year English Education students at UIN Syarif Hidayatullah Jakarta (56.2%) were driven by instrumental motivation, such as career or academic goals. However, statistical analysis showed no significant GPA difference between students with integrative and instrumental motivation ($p = 0.937$). This indicates that both motivation types equally support academic success, suggesting the importance of nurturing both in English language learning. Further research is suggested to involve respondents from more diverse levels and educational backgrounds, and integrate other affective variables such as anxiety, self-confidence, and learning environment. In addition, the use of a mixed approach (quantitative and qualitative) is recommended to obtain a deeper understanding of the factors that influence motivation and achievement in English learning.

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