



THE INFLUENCE OF MOTIVATION AND ACHIEVEMENT IN SENIOR HIGH SCHOOL

by

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Abstract:

This study aims to investigate the kind of students' motivation in studying English, whether they had intrinsic or extrinsic motivation, and to explore what kind of motivation would impact students with higher scores in their achievement. Using random sampling, this study employed 53 first-grade students from the population of 324 from Senior High School in Bengkulu. Data was collected using a questionnaire and analyzed using Likert Scale, descriptive statistics, and Pearson Correlation in SPSS. The results showed that the students have intrinsic and extrinsic motivation in learning English, with a total mean score of intrinsic motivation of 4.14 and extrinsic motivation of 3.87, and they are categorized as having high levels of motivation. However, when the data was correlated with motivation, it was shown that intrinsic motivation has a weak correlation ($r = 0,327$) with achievement; meanwhile, extrinsic motivation does not relate. From this finding, the researcher would state that motivation does not significantly impact students with higher achievement.

Keywords: *Achievement, Students' Motivation, Studying English*

Abstrak:

Penelitian ini bertujuan untuk menyelidiki jenis motivasi siswa dalam belajar bahasa Inggris, apakah mereka memiliki motivasi intrinsik atau ekstrinsik, dan untuk mengeksplorasi motivasi seperti apa yang akan berdampak pada siswa dengan nilai yang lebih tinggi dalam prestasi mereka. Menggunakan random sampling, penelitian ini mempekerjakan 53 siswa kelas satu dari populasi 324 dari Sekolah Menengah Atas di Bengkulu. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan Skala Likert, statistik deskriptif, dan Korelasi Pearson pada SPSS. Hasil penelitian menunjukkan bahwa siswa memiliki motivasi intrinsik dan ekstrinsik dalam belajar bahasa Inggris, dengan total skor rata-rata motivasi intrinsik 4,14 dan motivasi ekstrinsik 3,87, dan mereka dikategorikan memiliki tingkat motivasi yang tinggi. Namun, ketika data berkorelasi dengan motivasi, ditunjukkan bahwa motivasi intrinsik memiliki korelasi lemah ($r = 0,327$) dengan prestasi; Sementara itu, motivasi ekstrinsik tidak berhubungan. Dari temuan ini, peneliti akan menyatakan bahwa motivasi tidak berdampak signifikan terhadap siswa dengan prestasi yang lebih tinggi.

Kata kunci: *Belajar Bahasa Inggris, Motivasi Siswa, Prestasi,*

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INTRODUCTION

English is essential in many aspects of life, including communication, technology, education, science, and career. From elementary school to university, English is taught as a foreign language in Indonesia. As English is claimed as the worldwide language, many people use English not only as a tool to communicate with others but also as an opportunity to achieve success; success as a chance to maximize their competence and passion, either in a job or career, education or life (Zuniarti et al., 2016). Further, as English is used as a medium of education in schools and institutions, students may acquire it. It is extensively taught as a foreign language for their purposes, which may include pursuing additional education in an English-speaking nation and as a requirement for work.

The four language skills of listening, reading, writing, and speaking are the focus of English instruction and learning in Indonesia. Regarding learning English, students will succeed if they have the will to learn, which is called motivation. Seven (2020) added that motivation is a critical element of adequate research on language acquisition. It is regarded as goal-directed and is described as the unification of effort, desire to accomplish the purpose of language learning, and positive attitudes about language learning (Gardner, cited in Seven, 2020).

Beliefs, perceptions, values, interests, and behaviors are all intertwined in the motivation process. Students will be enthused to learn due to receiving inspiration and encouragement to study English well (Purnama et al., 2019). Therefore, teachers ought to be aware of the significance of motivation in language acquisition and could assist students by making some changes to increase their encouragement (Alizadeh, 2016). Furthermore, students' subjective experiences, particularly about their readiness to participate in lessons and learning activities and their purposes, are the source of student motivation (Subakthiasih & Putri, 2020). Thus, motivation's role is crucial in learning English, as it has become the device in learning to increase the student's willingness to study to achieve their goals.

Seven (2020) claimed that motivation might be one method for getting good marks and avoiding failure because a student's attributions for academic success or failure ultimately determine the effort they will exert on the lesson in the future. In other words, these attributions predict his future achievement behavior (Boruchovitch cited in Likupe & Mwale, 2016). Therefore, high-achieving students have good study habits that help them achieve their

Denarti & Damayanti (2023)

goals, which are oriented toward getting good grades (Aditya et al., 2017). Thus, teachers must support their students in finding their motivation and what kind of motivation they have to increase their enthusiasm for learning.

Motivation is divided into two types: intrinsic and extrinsic motivation. In learning a language, intrinsic motivation refers to the desire to participate in a task because it is exciting and engaging (Hayikaleng et al., 2016). In other words, interest, ambition, aspiration, awareness, competency, and physical and psychological factors all impact intrinsic motivation. Since intrinsic motivation is driven by the activity rather than a final objective, intrinsically motivated students appear engaged and engrossed in the work (Subakthiasih & Putri, 2020).

On the contrary, extrinsic motivation is the process by which someone performs to obtain rewards, such as higher income or grades, or to avert problems (Hayikaleng et al., 2016). At this point, the eagerness of the students to pursue their external ambitions, such as finding employment or taking exams, helps them learn English (Purnama et al., 2019). In other words, study, social and familial circumstances, and supportive resources impact extrinsic motivation.

However, Indonesian students' motivations are still categorized as low degree because sometimes they need more confidence (Purnama et al., 2019). The reason is that the teachers sometimes need help understanding how their students feel about English. As a result, it is beneficial to assist the reader, particularly the teacher, in determining the extent of the student's motivation and learning about the reasons behind it because effective learning is laborious for students without the desire to learn (Alizadeh, 2016). Further, evidence shows that English language teaching in Indonesia encounters obstacles and limitations (Yulia, cited in Muslim et al., 2020). Elementary is that secondary teachers are significantly less professional than in other ASEAN nations like Singapore, Malaysia, Vietnam, Thailand, and the Philippines (Waterworth, 2016); the other reason is low motivation (Muslim et al., 2020). Several factors, such as unproductive teaching strategies, inadequate resources, and unoriginal course materials, cause low motivation among students (Muslim et al., 2020). Students may also need more inspiration because they have yet to discover methods for motivating them, such as raising awareness of the significance of English language proficiency in developing the human index. As a result, the student's English proficiency still needs improvement. Even more, in Indonesia, language learners attempt to gain specific goals; one of the most

Denarti & Damayanti (2023)

important goals is to get a good grade because the teachers in Indonesia assume that intelligent students are the students who have high grades in academic achievement.

The studies of the relationship between motivation and achievement have been conducted by several researchers, such as Lemos and Veríssimo (2014), who conducted longitudinal research on the relationship between intrinsic and extrinsic motivation and achievement in 200 students of elementary school. They found that intrinsic and extrinsic motivation can coexist and are not mutually exclusive. While intrinsic motivation was consistently linked to higher accomplishment, extrinsic motivation was found to have a negative relationship with children's achievement by the end of elementary school.

Moreover, Dilshad et al. (2019) conducted research with the participants, 620 students of government and private secondary schools in two districts of Southern Punjab. The result showed that male and female students, urban and rural pupils, and government and private school students all showed statistically significant differences in motivation. In English, most students received grades of 60 to 70 percent. Students' motivation had a favorable effect on their English success ratings. Students were demotivated to learn English due to a lack of confidence, difficulties speaking English, and a lack of understanding of grammar. In light of the findings, it was suggested that grammar be taught inductively, that students be given extensive listening and speaking practice, and that teachers use various incentive tactics to boost students' enthusiasm for learning English in schools.

Another research by Yanuarti and Rosmayanti (2018) analyzed 88 students from the second year in the Science Major class of an Islamic high school in Cimahi. They discovered that the medium correlation category of the association between student motivation and academic achievement is essential. The result was 0.580, which is acceptable and corresponds to a Pearson Correlation degree value of 0,41 s/d 0,60, indicating a medium correlation.

Purwanti et al. (2018) researched fifth-semester students majoring in the English Education Study Program at Bengkulu University. She found out that the students' dominant motivation is intrinsic, and the correlation of intrinsic motivation to achievement is at a 'weak' level. Meanwhile, there is no correlation between extrinsic motivation and achievement.

It can be seen from the previous research that only a few researchers researched first-grade students of senior high school. The first grade of senior high school is a transition period for them to a higher level from junior high school. The different environments and

systems can influence their motivation. The school was selected based on the criteria of popularity, and it was known that the students who graduated from this school were diligent students with high achievement. According to Steinmayr et al. (2019), highly motivated students are more likely to succeed academically. Therefore, this study aims to investigate the relationships between student motivational factors and academic achievement in the first grade of senior high school in Bengkulu. As for the participants, the research only chooses students with high achievement. The purpose of the research was to find whether there was any correlation between motivations and student achievement. Below are the research questions:

1. What kind of motivation do the students have?
2. Which type of motivation has more influence on high achievers?

METHOD

Design

This study used a descriptive method; the particular design was a correlation. Correlation research tests statistical relationships between/among variables (Hamied, 2017), as the correlation method is one of the quantitative design methods. Quantitative data is a research method based on positivistic (concrete data); research data is in the form of numbers that will be measured using statistics as a calculation test tool related to the problem under study to produce a conclusion (Sugiyono, 2018). Furthermore, Nassaji (2015) states that descriptive research aims to draw and classify the phenomenon because the descriptive design aims to find the kind of motivation the students have and the correspondence between a student's motivation and achievement in learning English.

Participant

The data were distributed on November 23rd, 2021. The respondents of this study were 53 first-grade students with 22 male and 31 female participants in one of the Senior High Schools in Bengkulu City with a population of 324 students; the researcher chose them by using purposive sampling because the researcher will focus on the students who get high grades only in English subject. After all, this research focuses on the student's motivation to learn English and the correlation between the motivation with their achievement in English.

Regarding ethical concerns, the participants had been told of the study's aims and read the questionnaire before responding. They were also assured that only the research team would have access to their personal information, such as name and student card or matriculate number.

Data collecting technique

The data were collected using a questionnaire because it is generally designed to accommodate quantitative data collection. The instrument used to answer the research question in this study was a close questionnaire developed on a five-point Likert Scale. The questionnaire used a 5-point scale ranging from "strongly disagree" to "strongly agree." The questionnaire consisted of 20 questions divided into questions 1-10 for intrinsic motivation and questions 11-20 for extrinsic motivation—the questionnaire adopted from Gardner's Attitude and Motivation adapted from Adila (2019). For the purpose of accuracy between intext and references list, we employs “ Offline automatic system by using Mendeley Desktop as proposed by a scholar (Turmudi, 2020,p.59).

Data analysis technique

To measure the data, SPSS (Statistical Package for Social Science) software was used to determine each question's mean and analyze the correlation between the student's motivation and achievement; the researcher used Pearson Product Moment. Data were tabulated in a frequency table, so this study used descriptive statistics. The statistical methodology is appropriate for reaching the study's goal (Subakthiasih & Putri, 2020). Moreover, this study will use the standard of mean revised by Salamat (2018) to determine the level of agreement or disagreement with students' answers based on the following criteria:

Table 1. Motivation Level (Salamat. et. al., 2018)

Scale	Mean Range	Motivational Level	Score Range
5	Strongly Agree	Highest	4.50 – 5.00
4	Agree	High	3.50 – 4.49
3	Neutral	Moderate	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly Disagree	Lowes	1.00 – 1.49

Then below is the correlation coefficient table from Arikunto (2010).

Table 2. Correlation Coefficient (Arikunto, 2010)

Product Moment (r)	Interpretation
0.00 - 0.19	Very weak (no correlation)
0.20 - 0.39	Weak correlation
0.40 - 0.59	Rather weak correlation
0.60 - 0.79	Moderate correlation
0.80 - 1.00	High correlation

RESULT AND DISCUSSION

Result

Questionnaires were given out to determine the student's motivation for studying English. Extrinsic motivation and intrinsic motivation were the two sections of this test. The mean and standard deviation of intrinsic and extrinsic motivation are shown in the table below:

Table 3. Mean Scores of Intrinsic and Extrinsic Motivation (N=53)

Type of Motivation	Mean	Standard Deviation	Level of Motivation
Intrinsic Motivation	4.14	3.237	High
Extrinsic Motivation	3.87	3.696	High

The figures in Table 3 show students' motivation for learning English. The mean score for intrinsic motivation (4.14) and extrinsic motivation (3.87) falls in the range of high-level motivation for learning English, as indicated in the motivational level in Table 2.

Students from the first grade at one of the Senior High Schools in Bengkulu had nearly identical levels of intrinsic and extrinsic motivation, with extrinsic motivation scoring slightly higher (2.73), according to a comparison of the two types of learning motivation, intrinsic and extrinsic. Evidence suggests that students are both intrinsically and extrinsically motivated to learn English.

The following table shows the analysis of student’s English achievement in learning.

Table 4. Score of Student’s Achievement

Score	Category	Frequency	Percentage
86 – 100	Excellent	11	20,75
76 – 85	Good	30	56,60
60 – 75	Fair	12	22,64
31 – 59	Poor	-	-
20 – 35	Very Poor	-	-

Table 6 shows the students' English achievement. Of 53 students, 11 students (20,75%) gained excellent scores in the English learning category. There are 30 students (56,60%) who achieved an excellent type of learning English, and 12 students earned a fair variety of learning English. No student was placed in the lower category in learning English.

Table 5. Mean Score of Student’s Achievement

Mean	Standard Deviation	N
81,06	6,695	53

Table 5 shows the mean score from all of the student's achievements. The results are in a suitable category based on Table 4, where the mean is 81.06. The analysis of the relationship between motivation and student accomplishment in learning English for the first grade at Senior High School in Bengkulu is then displayed in the table below.

Table 6. The Correlation between Student’s Motivation and Achievement

		Students Achievement	Intrinsic Motivation	Extrinsic Motivation
Students Achievement	Pearson Correlation	1	,327	-,121
	Sig. (2-tailed)		,017	,387
	N	53	53	53
Intrinsic Motivation	Pearson Correlation	,327	1	,21
	Sig. (2-tailed)	,017		,149
	N	53	53	53
Extrinsic Motivation	Pearson Correlation		,201	1
	Sig. (2-tailed)	,387		
	N	53	53	53

Denarti & Damayanti (2023)

The figures in Table 6 showed a weak correlation between intrinsic motivation and achievement, where the intrinsic motivation (0,327) range is in the weak category (see Table 3), which means there was a correlation between the two variables. The correlation was at a “weak” level. Meanwhile, the significance of extrinsic motivation (-0,121) and achievement is weakly negative. It showed that there is no correlation between extrinsic motivation and achievement.

Discussion

The outcomes demonstrated that the senior high school students in Bengkulu's first grade have all the components of motivation for learning English. Intrinsic motivation (4.14) and extrinsic motivation (3.87) were the two components of English learning motivation that the researcher identified. The motivation that comes from within students is known as intrinsic motivation. Extrinsic motivation, on the other hand, comes from sources outside of the students. As we can see from the mean score (Table 3), the mean score of these two motivations was in the high motivation category. Thus, this finding has answered the first research question about what type of motivation the students have.

The second research topic focused on whether intrinsic or extrinsic motivation influences high achievers. Table 7, the link between student accomplishment and motivation, indicates that motivation has little bearing on students' English language proficiency. Despite this, the two variables are significant. From the results in Table 7, it could be seen that intrinsic motivation correlated with the motivation with the score 0,32. However, the correlation is at a 'weak' level. As for extrinsic motivation, there is no correlation with achievement as the score is -0,121, categorized as very weak or no correlation. From the result, extrinsic motivation did not influence the students' achievement.

Some factors contributed to the low correlation between English learning motivation and English competency among first-grade students of senior high school in Bengkulu discovered in this study. Some reasonable factors could cause the negative result of this study. Since motivation is one factor that affects students' accomplishment, it is reasonable to infer that the drive they have to learn English has little bearing on it. In this case, the factors that influenced the first-grade students of senior high school in Bengkulu would be learning styles, learning strategies, facilitations, etc. (Slameto cited in Purwanti et al., 2018) asserted that Two variables influence students' achievement. Both internal and external variables are involved.

Denarti & Damayanti (2023)

Internal components include intelligence, focus, interest, motivation, and maturity. Family, school, and environmental variables are examples of external components.

However, this research contradicts previous studies (Dilshad et al., 2019; Lemos & Veríssimo, 2014; Yanuarti & Rosmayanti, 2018), which have found a positive correlation between motivation and students' achievement.

Furthermore, this research finding was in line with Purwanti et al. (2018), who examined the connections between motivation and students' success in learning English using a variety of subjects, characteristics, and settings. She discovered a 'poor' level of correlation between students' achievement in the fifth semester of the English Study Program at Bengkulu University and their intrinsic drive. Extrinsic motivation, in contrast, is not correlated with success.

Therefore, the findings of this study show whether the students have high motivation. It does not imply their English language achievement. Even though the students have low reason, it does not automatically mean they will have low achievement.

CONCLUSION AND IMPLICATION

Conclusion

In sum, the findings clearly showed that the students' intrinsic and extrinsic motivations are equally at a high level. It is a good sign because the students can maintain their motivation, whether from within or outside. The motivation comes from within, or intrinsic motivation is dependable on their will to learn. Meanwhile, external motivation is needed, such as encouragement from teachers and parents, socializing with friends, and sufficient classrooms to improve teaching-learning. These main aspects are the points the teacher and learner should consider. The correlation between the students' motivation and achievement showed a significant correlation between intrinsic motivation and achievement, even though it was categorized as weak. Therefore, some improvement is needed with the factors that may cause the result. It may help to draw and give a solution to the problem.

Limitation

This study has a limitation in the number of participants due to the Pandemic because, at that time, it was a transition to a new normal, and researchers were prohibited from taking

Denarti & Damayanti (2023)

more students as participants. The researcher cordially suggests a more profound discussion with more participants for future research.

Implication

This study can reference other researchers who want to study the relationship between motivation and achievement further. It is also recommended that the teacher equalize the student's motivation and achievement by encouraging them, explaining, and directing them to determine and explore what motivations dominate their learning.

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BIO-PROFILE

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Denarti & Damayanti (2023)

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