

Motivation and Achievement: Examining Their Correlation in English Learning Context

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July, 2025

Introduction

- In the field of education inquiry, by mastering English makes it easier for people to access international information, strengthens communication networks, and increases their ability to communicate (Akther 2022).
- According to (Rachvelishvili 2017) In the context of English language acquisition, comprehending how motivation affects achievement is especially relevant, motivation is an important psychological factor that determines the extent to which students engage, persist, and succeed in learning.
- Limited research on how motivation impacts English learning in vocational school contexts. Vocational education often prioritizes practical skills, potentially affecting motivation.

Research Gap

Previous Study

- Research by Yu and Shen (2022) Positive correlation between motivation and academic performance in blended learning environment.
- Asrifan et al (2023). also found that both intrinsic and extrinsic motivation impact achievement, with intrinsic motivation playing dominant role.
- Saputra et al. (2023), This research found that intrinsic motivation desire to know and achievement has a stronger correlation with academic success.

GAP

- Previous research primary focused on general or higher education students.
- This emphasis on practical skills can influence students motivation to learn English differently.

Novelty

- This study adapted Gardner's AMTB instrument to be relevant to the vocational school context, including the measurement of integrative motivation (interest in the culture of the English-speaking country) and instrumental motivation (practical benefits of learning English).
- This study uses correlation and multiple regression analysis, providing stronger empirical results than previous studies.

Research Objective

Research Question:

- Does motivational factors correlate with academic achievement in English among vocational high school students?

Research Objectives:

- The study aims to analyze the correlation between motivation level and academic achievement in English learning. This study aims to contribute to a better understanding of how motivation functions within a vocational high school context.

Methodology

Research Design	Quantitative Correlational Design
Population and Sample	Population : 10-th grade vocational school students in Sidoarjo Sample : 228 students selected through stratified random sampling from six classes.
Instrumentation	Questionnaire : Adapted Gardner's AMTB (measuring intrinsic and extrinsic motivation) Academic Achievement : Final English course grades.
Data Collection	<ol style="list-style-type: none">1. Prepare instruments (questionnaire and grade records)2. Administer questionnaire to students during class.3. Collect and verify data.4. Analyze responses and grades.
Data Analysis	<ul style="list-style-type: none">• Descriptive Statistics : Summarize motivation levels and academic scores.• Multiple Regression Analysis : Identify the relative impact of intrinsic vs extrinsic motivation.• Tools : SPSS Version 26

Finding

Descriptive Analysis

Based on the descriptive results, the average score of students' motivation is 4.041 (moderately high category). This indicates that students have considerable willingness and interest in learning English.

Statement	Mean	Classification
I wish I could speak many foreign languages perfectly	5.487	Extremely High
My parents try to help me to learn English	4.452	High
I don't get anxious when I have to answer a question in my English class	3.864	Moderately High
I think my English class is boring	2.825	Moderately Low
I hate English	1.943	Low
Studying English is important because it will be useful in getting a good job	5.408	Extremely High
I feel confident when asked to speak in my English class	3.443	Moderately Low

This shows that although motivation is generally high, there are still barriers such as lack of confidence and negative perceptions towards learning English. Therefore, a more contextualized, engaging and relevant teaching approach to the world of work is needed.

Research Results

Correlation Coefficient Analysis

Correlations

		Student Motivation (X)	Student Achievement in Learning English (Y)
Student Motivation (X)	Pearson Correlation	1	.457**
	Sig. (2-tailed)		.000
	N	228	228
Student Achievement in Learning English (Y)	Pearson Correlation	.457**	1
	Sig. (2-tailed)	.000	
	N	228	228

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

Pearson correlation analysis showed a value of $r=0,457$ with $p<0,01$, which means there is a significant positive relationship between learning motivation and students' English achievement.

Discussion

- The higher the students' motivation, the higher their academic achievement. The results also show that instrumental motivation (for practical benefits such as career) is more dominant than integrative motivation (interest in English-speaking culture)
- The finding reinforces the finding of Yu and Shen (2022) that both types of motivation contribute positively to language learning, with instrumental motivation being the main driver in the vocational school environment.

Conclusion

This study concludes that motivation has a significant relationship with students' academic achievement in English language learning. Motivation not only initiates the learning process, but also maintains students' engagement. The majority of students show quite high motivation, mainly for practical reasons such as getting a job or continuing their education.

The implication of this study is the importance of developing interactive, contextual, and fun English learning strategies, especially in vocational schools. Teachers need to pay attention to students' affective aspects as well as linking the subject matter with real life and the world of work.

