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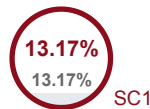
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Correlation Analysis between Students' Motivation and Students' Achievement in Learning English

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Abstract. The correlation between students' motivation and academic achievement in English language learning has been a critical area of inquiry in educational research. Despite extensive studies on the subject, there remains a noticeable gap in understanding the motivational dynamics among vocational high school students. These students often encounter unique challenges as vocational education emphasizes practical skills over traditional academic pursuits. This study aims to explore the extent to which motivational factors, both intrinsic and extrinsic, affect students' performance in English proficiency within a vocational school context in Sidoarjo. Grounded in motivational and second language acquisition theories, this research employs a quantitative correlation design. The sample comprises 228 10th-grade students selected through stratified random sampling. Motivation levels were measured using an adapted version of Gardner's Attitude/Motivation Test Battery (AMTB), while academic achievement was assessed via students' final grades. Data were collected through a questionnaire and analyzed using correlation and multiple regression techniques to determine the relationship and predictive power of various motivational factors on academic outcomes. The findings revealed that students generally had a moderately high level of motivation in learning English, with instrumental factors being more dominant than integrative factors. The correlation analysis **indicated a significant positive relationship between students' motivation and their academic** achievement in English ($r=0,457$, $p \leq 0.01$). **this suggests that students with higher motivation levels tend to** achieve better results. The findings highlight the importance of fostering motivation through contextual, engaging, and supportive learning strategies to improve language achievement in vocational settings.

Keywords - student motivation, academic achievement, vocational education, correlation, English language learning

Abstract. Korelasi antara motivasi siswa dan prestasi akademik dalam pembelajaran Bahasa Inggris telah menjadi area penting dalam penelitian Pendidikan. Meskipun telah banyak penelitian yang dilakukan mengenai hal ini, masih terdapat kesenjangan yang nyata dalam memahami dinamika motivasi di antara siswa sekolah menengah kejuruan. Para siswa ini sering menghadapi tantangan yang unik karena Pendidikan kejuruan lebih menekankan keterampilan praktis daripada kegiatan akademis tradisional. Penelitian ini bertujuan untuk mengeksplorasi sejauh mana factor motivasi, baik intrinsic maupun ekstrinsik mempengaruhi kinerja siswa dalam kemahiran berbahasa Inggris dalam konteks sekolah kejuruan di Sidoarjo. Berdasarkan pada teori motivasi dan pemerolehan Bahasa kedua, penelitian ini menggunakan desain korelasi kuantitatif. Sampel terdiri dari 228 siswa kelas 10 yang dipilih melalui pengambilan sampel acak berstrata. Tingkat motivasi diukur dengan menggunakan versi yang diadaptasi dari Gardner's Attitude/Motivation Test Battery (AMTB), sementara prestasi akademik dinilai melalui nilai akhir siswa. Data dikumpulkan melalui kuesioner dan dianalisis dengan menggunakan Teknik korelasi dan regresi berganda untuk menentukan hubungan dan kekuatan prediksi berbagai factor motivasi terhadap hasil akademik. Temuan menunjukkan bahwa siswa pada umumnya memiliki tingkat motivasi yang cukup tinggi dalam belajar Bahasa Inggris, dengan factor instrumental lebih dominan daripada factor integrative. Analisis korelasi menunjukkan adanya hubungan positif yang signifikan antara motivasi siswa dan prestasi akademik mereka dalam Bahasa Inggris ($r=0.457$, $p < 0.01$). Hal ini menunjukkan bahwa siswa dengan tingkat motivasi yang lebih tinggi cenderung mencapai hasil yang lebih baik. Temuan ini menyoroti pentingnya menumbuhkan motivasi melalui strategi pembelajaran yang kontekstual, menarik, dan mendukung untuk meningkatkan pencapaian Bahasa di lingkungan sekolah kejuruan.

Keywords - motivasi siswa, prestasi akademik, Pendidikan kejuruan, korelasi, pembelajaran Bahasa Inggris

1. I. Introduction

In the field of educational inquiry, the connection between students' motivation and academic achievement has consistently emerged as a subject of profound interest and importance. The ability to learn English is no longer just an additional skill, but an essential need to face global competition [1]. Mastering English makes it easier for people to access international information, strengthens communication networks, and increases their ability to communicate [2]. Legislators and teachers alike must have a solid grasp of students' motivation to become fluent in English. Motivation serves as a fundamental factor in determining students' engagement, perseverance, and eventually, their success within educational environments [3].

In the context of English language acquisition, comprehending how motivation affects achievement is especially relevant, given the worldwide significance of English language competency [4]. Motivation is positive energy that keeps students attaining higher learning outcomes. Every person who participates in the learning process hopes to succeed academically. Students' learning outcomes are among the resources that can be used as a guide to assess how well the learning process is working. The interaction process, learning process, and learning evaluation that teachers and students carry out through learning activities produce learning outcomes [5]. Motivation greatly influences learning outcomes, especially when it comes to language acquisition, where both internal and external factors are important.

External motivation is learning that is prompted by outside demands or rewards, like grades or career progress, whereas internal motivation is the natural urge to study for one's own fulfillment or enjoyment [6].

In achieving learning goals, encouragement or motivation from within students is needed. Motivation is a psychological drive to take action in achieving a predetermined goal [7]. Not only that, but learning motivation is also very necessary in the learning process. Motivation to learn can arise from oneself or others. Some students do not excel not because they are not smart, but because they do not have a high learning motivation. Students' learning motivation affects how well the teaching and learning process goes. As educators, teachers must motivate students to learn how to accomplish objectives [8].

Variations in the findings of existing studies could be attributed to differences in methodologies, sample populations, educational environments, or sociocultural contexts. For example, the relationship between motivation and achievement may be more pronounced in environments where English is widely spoken or where students perceive a significant benefit to learning the language [9]. A number of previous studies have shown that there is a positive relationship between motivation and academic achievement outcomes in the context of English language learning. For example, research by Yu and Shen showed a positive correlation between motivation (both internal and external) and academic achievement in students' learning English through a corpus data-based blended learning approach [10].

In addition, Asrifan et al. also found that students' motivation, both related to personal interest and external motivation, had a significant impact on their achievement in English, with internal motivation having a more dominant role [11]. Saputra's research found that both intrinsic and extrinsic motivation were positively related to students' academic achievement, although intrinsic motivation (desire to know and achievement) had a stronger correlation [12]. These studies illustrate that motivation, especially when it comes from a personal drive to achieve or learn, plays a crucial part in learning English successfully. This positive correlation between motivation (both internal and external) and final grades suggests that strengthening motivation can be an effective strategy in English language education, both in academic and non-academic contexts.

While the existing literature provides robust evidence supporting the correlation between motivation and academic achievement in second-language acquisition, there is a noticeable gap in studies specifically examining high school students in vocational schools. Vocational education environments often prioritize practical skill development over traditional academic pursuits, which may influence students' motivation for learning languages, particularly English [13]. The motivation-achievement relationship in vocational settings remains underexplored, especially regarding the specific types of motivation (e.g., integrative vs. instrumental) that most influence students' English language learning [14]. Without integrative and instrumental motivation, language learning can be less meaningful, less purposeful, and less effective. In research, the absence of these motivations can result in superficial and incomplete analysis [15]. Therefore, understanding and supporting both types of motivation is essential for successful language learning and better research.

This research aims to investigate the extent to which motivational factors contribute to students' academic performance in English language learning. By examining motivational theories and empirical studies, this study seeks to identify key motivational variables that significantly correlate with students' achievement in English proficiency assessments [16]. Additionally, while Gardner's cited in Rafasah motivation constructs have been widely applied [17]. Few studies have adapted this instrument to vocational education contexts, leaving a gap in understanding how these constructs might differ in specialized educational settings. This study seeks to address this gap by examining how motivation impacts English learning achievement among students at a Vocational School in Sidoarjo and to identify which motivational factors are most predictive of language learning success in this context.

This study aims to analyze the correlation between motivation level and academic achievement in English language learning. This study contributes to the existing literature by providing empirical evidence on the relationship between students' motivation and achievement in English language learning [18]. By focusing on these objectives, this study aims to contribute to a better understanding of how motivation functions within a vocational high school context. The results may reveal patterns that explain how different levels of motivation influence students' engagement and performance in English learning. Such insights are valuable for advancing theoretical discussions on the psychological aspects of second language acquisition in vocational education settings.

2. II. Method Research Design

Research design was a procedural plan that guided the research to answer the researcher's questions in a valid, objective, accurate, and economical manner [19]. This study employed a quantitative research strategy with a correlational research design to analyze the correlation between students' motivation and students' achievement in learning English. A correlational design was chosen because it allowed for examining the strength and direction of the relationship between these two variables without manipulating them[20], making it suitable for identifying natural associations within the student population at one of the Vocational School in Sidoarjo. The quantitative approach provided a structured, statistical means of measuring and analyzing motivation and achievement levels across a sizeable sample of students, enhancing the generalizability of the findings.

Population and Sample

The population of this study consisted of 10th-grade students at a Vocational School in Sidoarjo. Out of the 12 classes in the 10th grade, the researchers randomly selected 6 classes as the sample, totaling 228 students spread across six classes. For the purpose of this research, a representative sample was drawn from this population. To ensure that the sample reflects the diverse characteristics of the entire 10th-grade cohort, a stratified random sampling technique was used. Each class contained 38 students, and researchers used 6 classes taken randomly from 3 departments. This approach aims to capture variations in motivational levels and English achievement, providing a more comprehensive understanding of the correlation between these variables within the 10th-grade population at this school.

Instrumentation

The primary instrument for measuring motivation was a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) [21], which has been widely validated and used in language acquisition studies. This instrument included items that measure both integrative motivation (e.g., interest in the culture of English-speaking countries) and instrumental motivation (e.g., perceived practical benefits of learning English). Adaptations were made to ensure the relevance of the questions to the vocational education context, with input from educators at a Vocational School in Sidoarjo to confirm the appropriateness of each item. And the other hand, the researchers used documents as a research instrument. Academic achievement in English was assessed using students' most recent grades in their English courses, as provided by school records. The score taken was a summative assessment of the final test results. There were thirty multiple-choice questions that covered important subjects in the course, especially about text, such as narrative text, procedural text, descriptive text, and recount text. In order to pass the test, students had to attentively read each question and select the best response within the allotted time. Final scores were calculated as the total points earned across all questions, with the highest score being 100 and the minimum score being 75.

Data Collection and Analysis

Data collection involved administering the questionnaire to the 228 selected sample of students during scheduled class times, with all ethical guidelines adhered to, including informed consent and data confidentiality. The data on students' motivation levels were then matched with their English grades to facilitate correlation analysis.

Data analysis included descriptive statistics to summarize students' motivation levels and achievement scores, followed by Pearson correlation analysis to examine the relationship between these variables. Additionally, multiple regression analysis was performed to determine the relative contributions of integrative and instrumental motivation to academic achievement, providing insight into which aspects of motivation were most predictive of success in learning English [22].

Technique of Collecting Data

The data was gathered in five steps: (1) Getting the tool ready; (2) Showing up in class and requesting the pupils to complete a 50-item motivation survey with 6 scales of questionnaire measurement is as follows: **Strongly Agree, Moderately Agree, Slightly Agree, Slightly Disagree, Moderately Disagree, and Strongly Disagree**; (3) Analyzing and presenting the results by evaluating each item's outcome; (4) coming to a conclusion; and (5) composing the last report.

Technique of Data Analysis

The researchers employed the basic statistical formulas, such as measures of data concentration (mean, median, and mode) and measures of dispersion (standard deviation and variance), to compute the questionnaire data. The researchers used **the Pearson Product-Moment Correlation Coefficient**, a statistical technique used to measure the strength and direction of the linear relationship between two continuous variables. The descriptive analysis provided a comprehensive statistical summary of the data, including the average scores for each motivation indicator, frequency distributions, and standard deviations. The data analysis method used the Pearson Product-Moment correlation approach. The investigator computed the correlation between the variables of this study using SPSS Version 26 investigation.

III. Findings and Discussion

1. Descriptive Analysis

This study aimed to determine the extent to which students' motivation is related to their academic achievement in English, particularly in the context of vocational education, where the emphasis is more on practical skills than on traditional subjects. A quantitative correlational approach was used, involving 228 tenth-grade students from different majors, selected through stratified random sampling. The main instruments were a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) and students' final English scores as an indicator of academic performance. Qualification determination is used for each variable; therefore, the class interval width must first be determined.

This study employed a Likert scale ranging from 1 to 6 to measure students' perceptions of motivation and English learning achievement. The range used to measure the level of strongly disagree with a weight of 1 to strongly agree with the highest weight of 6 for variable indicators in this study. The descriptive analysis revealed that the average motivation score was 4.041, which places it in the "moderately high" category. This indicates that most students show a relatively strong willingness and interest in learning English. The most prominent motivational factors included students' desire to speak multiple foreign languages fluently, their belief in the importance of English for career development, and support from parents. This aligns with Asrifan & Dewi [11] and Saputra [12], who found that both intrinsic and extrinsic motivation significantly contribute to English achievement, especially when students perceive English as a valuable skill for their personal and professional future.

The following table presents several indicator items along with their mean scores and classifications:

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

The descriptive table in this research displays seven key statements that describe students' motivation levels in learning English, along with their mean scores and classifications. The statement " **I wish I could speak many foreign languages perfectly**" obtained an average score of 5.487 and was classified as extremely high. This indicates a very strong intrinsic motivation from students to master foreign languages, including English, as a form of self-development. In addition, the statement " **Studying English is important because it will be useful in getting a good job**" also showed a high score (5.408), indicating that students realize the importance of English for future job prospects, reflecting instrumental motivation, which is very dominant in the context of vocational education.

Support from the family environment is also evident in the statement " **My parents try to help me to learn English**" with an average score of 4.452 (high), confirming that the involvement of parents is an external factor that strengthens students' enthusiasm for learning. However, indicators related to self-confidence and perceptions of learning are shown in the statement " **I don't get anxious when I have to answer a question in my English class**" scored 3.864 (moderately high), while " **I feel confident when asked to speak in my English class**" only scored 3.443 (moderately low). This shows that although students are less anxious, they are not yet fully confident to speak in class, which can be an obstacle in the process of actively learning English. The implication is that teachers need to provide more speaking opportunities, conversational practice, and a supportive environment so that students are not afraid of making mistakes when speaking.

However, there were also negative perceptions present; certain indicators, such as "I hate English" and "I think my English class is boring" have an average score of 1.943 (low) and 2.825 (moderately low), suggest the presence of students who hold negative perceptions toward English language learning. These findings indicate variation in students' perceptions of English learning, which may be influenced by the teaching approach, school environment, or personal learning experiences. As Caruth suggests, learning motivation is heavily affected by students' engagement in the classroom and how relevant the content is to their personal goals and interests [3].

This finding is important to note as it may affect students' engagement in the learning process. Overall, these results show that students' motivation tends to be high, mainly for pragmatic reasons. Therefore, teachers need to develop learning approaches that are more contextual, relevant to the world of work, and encourage students' confidence in using English, so that this motivation can be optimized to improve academic achievement.

2. Correlation Coefficient Analysis

To test the hypothesis regarding the relationship between students' learning motivation (x) and English language learning achievement (Y), Pearson correlation analysis was used with the following results :

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).**

The correlation results indicate **a significant positive relationship between students' learning motivation and their English learning achievement** ($r = 0.457$, $p < 0.01$). **This means that the higher the level of students' motivation to learn English, the greater their achievement in the language.** This result reinforces the finding of Yu & Shen[10], who observed that students with higher levels of both intrinsic and extrinsic motivation tend to perform better in English, particularly in blended or task-based learning environments. The relationship is moderate in strength but statistically significant. These results support previous findings by Gopalan[24], who found that students' intrinsic motivation significantly affects foreign language learning outcomes, particularly in the aspects of career and cultural communication.

Moreover, the findings suggest that instrumental motivation driven by practical reasons, such as getting a job or good grades, had a stronger impact than integrative motivation, such as interest in English-speaking cultures and communication. In simple terms, the more motivated a student is, the better their academic performance tends to be. This supports prior findings by researchers such as Dong[13], and Suliman et al[14], whom highlight the critical role of motivation in second language acquisition. In this particular vocational school context, instrumental motivation was found to be more dominant than integrative motivation.

The students in this study appeared to value English as a tool for achieving future success rather than for cross-cultural engagement, supporting the conclusions of Dwinalida & Setiaji [15] about the dominance of instrumental over integrative motivation in similar contexts. These results also support Gardner's theory, as cited in Rafasah [17], which posits that both types of motivation can positively affect language learning outcomes. Students tend to learn English for practical purposes such as securing employment, learning better grades, or continuing education rather than for cultural or communicative reasons. This reflects the nature of vocational education, where the curriculum is more focused on job-readiness and skill acquisition. These findings have important implications for educators. Teachers should design learning strategies that not only stimulate students' interest but also connect language learning with real-world applications. English lessons should be made engaging and contextual, helping students understand the relevance of English in their present and future lives. This supports previous studies and highlights the importance of context-specific motivational strategies in English education, especially for vocational high school students.

IV. Conclusion

1. This research was conducted to examine the extent of the **relationship between students' motivation and their academic achievement in learning English** at a vocational high school. The findings revealed that both intrinsic and extrinsic motivation play a significant role in shaping students' learning outcomes. Motivation serves not only as a trigger factor for initiating the learning process but also as a sustaining force that keeps students engaged and committed to achieving better academic results.

2. In general, students' participation in the study demonstrated a moderately high level of motivation. Many of them acknowledged the importance of English for their future, particularly for career advancement and further education. However, not all students held a favorable attitude toward English learning. A small portion of respondents expressed disinterest or even dislike, which in turn may hinder their academic performance. This reflects the varying degrees of motivation present among vocational school students and highlights the need for differentiated teaching strategies.

3. The correlation analysis confirmed **a statistically significant positive relationship between students' motivation and their English achievement.** Those with higher motivation were found to achieve better results in English. This underscores the fact that motivation is not a secondary factor but rather a core element in academic success. Therefore, improving students' motivation should be considered a key step in efforts to enhance learning outcomes in language education. In the context of vocational education, students are often more driven by instrumental goals such as gaining employment or passing exams.

4. Therefore, a learning approach that is too theoretical without relevance to students' needs can reduce interest in learning. Teachers need to understand this so that English learning can be directly linked to the real situations that students will face after graduation. It is important for teachers to not only focus on the cognitive aspect of students, but also support their affective side, including building confidence and comfort in using English. In addition, interactive, creative, and fun learning strategies can help create a positive learning experience while strengthening students' internal motivation. With the right approach, student motivation can be enhanced, and ultimately impact on improving learning achievement.

5. This study is subject to several limitations that should be acknowledged. The data were collected only from one vocational school **in Sidoarjo, which may limit the generalizability of the findings to other educational settings or regions.** The study only focused on 10th-grade students, thus excluding potential motivational differences among students of different academic levels or age groups. In addition, incorporating qualitative methods such as interviews or classroom observations would provide deeper insights into students' motivational factors and learning behaviors. Finally, investigating the influence of teaching methods, learning environments, or parental involvement on students' motivation and achievement in English learning would offer valuable perspectives for educational practice.

6. In conclusion, this study illustrates that motivation is a key element in the English learning process, especially in vocational schools. Therefore, there is a need for collaboration between teachers, schools, and parents to create a learning environment that supports and encourages students' enthusiasm for learning. Thus, efforts to improve English learning achievement can run more effectively and sustainably.

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