

The High School Learners` Instrumental Motivation and Its Correlation to Their English Achievements

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ABSTRACT

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Several studies have focused on extrinsic and intrinsic motivation and their impact on students' learning progress. This study aimed to explore instrumental motivation and its relationship with English achievement among high school students. This correlational study was conducted at MA Al-Azhar Centre Baturaja with a total of 100 participants. A 20-item questionnaire containing 6 indicators of instrumental motivation was distributed to collect data. English certificate scores in odd semesters were used to record English achievement. Overall, students at MA Al-Azhar Centre Baturaja showed high motivation and good English achievement. Therefore, the overall results of the study confirmed that high motivation category is associated with good English performance. The analysis showed that there is a correlation between instrumental motivation of students at MA Al-Azhar Centre Baturaja and their English achievement. The analysis revealed a strong correlation (coefficient of 0.634, $p < 0.05$), supporting the acceptance of the alternative hypothesis and rejection of the null hypothesis.

I. Introduction

When learning a language, there are multiple factors that can affect performance or learning outcomes. One of these is motivation. Sudjana (2015) argues that there are both internal and external factors that can affect language learning performance. Internal factors include personal interest, motivation, and physical health, while external factors can be influenced by the social environment, such as friends, family, and available facilities and infrastructure. For example, highly motivated students tend to be more persistent and diligent in addressing learning challenges, leading to better grades. At the same time, support from friends, family, and teachers can provide essential external motivation. When students feel supported and valued by those around them, they tend to be more motivated to achieve their learning goals. Additionally, access to learning technology such as a well-equipped library, modern language labs or computers and high-speed internet can enhance the quality of learning and motivate students to learn more. Both of these factors are essential in creating a more motivating learning environment and influencing student performance. In addition, many researchers conducted the study about motivation such as [1]–[6].

Instrumental motivation is a motivation in which a student learns a language to achieve a job-related goal or a goal that will benefit his or her future. Learners with instrumental motivation usually aim to meet specific requirements for training, job applications, or technical content comprehension (Inda, 2019). People with instrumental motivation engage in activities such as

learning English to get good grades in school or college, become proficient in English, get better job opportunities or higher salaries, and pass exams in school or college (Rahardjo and Pertiwi, 2020). In addition, students with instrumental motivation will work harder on their assignments because getting good grades is their main goal. Furthermore, motivation provides some effects of motivation on students' achievements and can increase initiation of, and persistence in, activities, enhance cognitive processing, determine what consequences are reinforcing, lead to improved performance [2], [7], [8]. Moreover, some research had focused on relationship between motivation and students' language skills. [9], [10], [19], [11]–[18]. Previous studies have mainly focused on learning motivation and the relationship between motivation and performance. This study is different in that it focuses more on instrumental motivation and English performance.

II. Method

This correlation study was conducted in MA Al-Azhar Centre Baturaja. The steps to determine the sample included randomly selecting 12 classes by writing on a piece of paper and then rolled up. The sample size for this study was 100 respondents, which is about 30% of the total population. In this study, the researcher used English transcripts score to obtain information about the students' performance in English. The grade 12 certificates for odd semesters were collected from the grade 12 students. The grade 11 certificates for odd semesters were collected from the grade 11 students. The grade 10 certificates for odd semesters were collected from the grade 10 students. On the day of distributing the questionnaire, the researcher asked the English teachers about the students' English scores. Meanwhile for instrumental motivation was distributed. This questionnaire consisted of 20 items which are divided into 6 indicators for instrumental motivation. It was validated by three expert judgements (English lecturers).

III. Results and Discussion

The Result of Students' Instrumental Motivation

The result of students' instrumental motivation is presented on table 1.

Table 1 The Score Distribution on the Students' Instrumental Motivation Result

Class Interval	Interpretation	Frequency	Percentage
85% - 100%	Very high	42	42%
70% – 85%	High	33	33%
55% – 70%	Moderate	25	25%
40%– 55%	Low	0	0%
25% – 40%	Very Low	0	0%
Total		100	100%

Table 1 displayed that there were 42 students (42%) with very high category in students' motivation result, 33 students (33%) with high category, 25 students (25%) with moderate category. No students get low and no students get very low category in students' motivation result. Meanwhile for the descriptive statistics of students' motivation is presented on table 2.

Table 2. Descriptive Statistics of Overall Students' Instrumental Motivation

Students' Motivation	N	Range	Minimum	Maximum	Mean	Std. Deviation
	100	38,75	61,25	100	80,86	11,67

Table 2 described that the range of students' motivation result from all of the class was 38,75. The minimum of students' motivation was 61,25 and the maximum was 100. The mean of students' motivation was 80, 86. Standard deviation students' motivation result was 11,67. So it can be derived that the average students' motivation result at MA Al- Azhar Center Baturaja in high category.

The Result of English Achievement

The result of English achievement is described in table 3.

Table 3. The Distribution Overall of English Achievement

Score range	Classification	Frequency	Percent
89 - 100	Very Good	20	20%
77 - 88	Good	79	79%
57 - 77	Fair	1	1%
< 56	Less	0	0%
Total		100	100%

Based on the table 3, it was found that there were 20 students (20%) with very good category in English achievement, 79 students (79%) with good category, 1 student (1%) get Fair in English achievement. No student gets less in English achievement. Meanwhile the descriptive statistics of English achievement is presented on table 4.

Table 4. Descriptive Statistics of English Achievement

English Achievement	N	Range	Minimum	Maximum	Mean	Std. Deviation
	100	19	77	96	84,79	4,45

Table 4s displayed that the number of English Achievement from all of the class was 100 students. The range of English achievement was 19. The minimum of English Achievement was 77 and the maximum was 96. The mean of English Achievement was 84,79. Standard deviation

English achievement was 4,45. So, the average English achievement at MA Al- Azhar Center Baturaja in good category.

The Result of the Correlation between Students’ Instrumental Motivation and Their English Achievement

The relationship between students' instrumental motivation and English achievement was analyzed using SPSS 25 version. The findings of the SPSS analysis were presented in the table 5.

Table 5. The Correlation Result

		Instrumental Motivation	English Achievement
Instrumental Motivation	Pearson Correlation	1	.634
	Sig. (2-tailed)		.000
	N	100	100
English Achievement	Pearson Correlation	.634	1
	Sig. (2-tailed)	.000	
	N	100	100

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

Table 5 displayed that the correlation coefficient (r) between students' instrumental motivation and English achievement from all of the class was 0.634. This falls within the interpretation range of 0.60 to 0.799, with the category strong and the level of probability (p) significance (sig.2-tailed) was 0.000 and it was lower than 0.05. Therefore, it showed that there is a correlation between students' instrumental motivation and English achievement.

Discussion

After analysing all research data, researchers need to discuss about research results. The goal is to find answers to research questions. Based on the data obtained and explained that category of students’ instrumental motivation at MA Al- Azhar Center Baturaja was high. While, the category of English achievement at MA Al- Azhar Center Baturaja was good. In the first chapter, it was stated that the study aims to investigate whether there is a correlation between students' instrumental motivation and their English achievement at MA Al-Azhar Center Baturaja. Based on the data analysis above, the correlation coefficient was 0.634 and the level of probability (p) significance (sig.2-tailed) was 0.000 and it was lower than 0.05. Hence, the results provide an answer to the research problem showed that there is a correlation between students’ instrumental motivation and their English achievement at MA Al – Azhar Center Baturaja. In addition, the finding of the research also answered that there was enough evidence to support the Null hypothesis (Ho) rejected and the alternative hypothesis (Ha) accepted. This result is line with [19].

From the results of the research obtained, each indicator of instrumental motivation has a superior statement. For indicator “pass some English tests”, the statement with the superior result was at number one that is, I need English language to pass my examination. For indicator going to college, the statement with the superior result was at number four that is, it will enable me to further my education. For indicator English for reading, the statement with the superior result was at number seven that is, I will be able to search for information and materials in English for my

assignments on the internet. For indicator hunting for a job, the statement with the superior result was at number twelve that is, studying English is important because I will need it for my career. For indicator requesting better pay, the statement with the superior result was at number fifteen that is, learning English is very important for making me a knowledgeable and skillful person, so people can pay me more when I work later. For indicator achieving higher social status, the statement with the superior result was at number eighteen that is, studying English is important because it will make me more educated. This result is line with finding from [2].

In the context of the teaching-learning process, success or failure cannot be determined by one factor, but needs to be considered from various aspects or influencing factors, one of the influencing factors is motivation. Research findings show that achievement generally get improvement if the motivation to learn is high. Therefore, it can be concluded that students' chances of achieving better achievement if they have high learning motivation compared to students who have low learning motivation. This finding is in agreement with some previous study found by [20]. It was found that there was positive correlation between students' motivation and outcomes in learning English grammar with correlation coefficient at 0,723. This finding is line with [21]. It can be derived that understanding of the relationship between student motivation and English learning outcomes as a practical benefit of this research for schools, teachers, and school stakeholders and it is the ability to take concrete actions in creating an environment that motivates students in the teaching-learning process.

IV. Conclusion

The overall results at MA Al- Azhar Center Baturaja average students' instrumental motivation in the high category. Also, average their English achievement at MA Al- Azhar Center Baturaja in the good category. Thus, the overall results of the study confirmed that high category of motivation correlated with good English achievement. Based on the correlation results, a correlation coefficient figure is obtained between students' instrumental motivation and their English achievement at MA Al-Azhar Center Baturaja with the number of a correlation of 0.634, it can be argued that there is a correlation between students' instrumental motivation and their English achievement at MA Al-Azhar Center Baturaja. Following that, the correlation coefficient falls within the strong category.

One of the key importance is to have a strong motivation to learn English. With the results of this study, it is hoped that we can understand and recognize the importance of motivation in the learning process. With high motivation, students are expected to improve their learning achievement. To achieve optimal results, as students, it is important to pay attention to what is conveyed by the teacher and be more diligent in learning, because students who are driven by this motivation show their seriousness in learning English. This study pretends to provide a knowledge base for future research into instrumental motivation as a psychological process in learning English as a foreign language in digital teaching and learning. In addition, this study aims to contribute and advance future projects in qualitative research methods to develop grounded theory so that digital teaching and learning can be improved as students' motivation and English learning quality.

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