

## **The Correlation between Students' Instrumental Motivation and their English Achievement at Al Azhar Center Baturaja**

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### **Abstract**

This study aims to find out whether any correlation between students' instrumental motivation and their English achievement at MA Al- Azhar Center Baturaja. The type of this research was correlational design. The data was gathered from 100 out of 313 students, representing 30% of the population, through questionnaires and documentation. This questionnaire consist of 20 items into 6 indicator for instrumental motivation. For the documentation took the odd semester report card grades of English Subject. In class X.D, showed high motivation and good English achievement, with strong correlation. In class XI.C, showed high motivation and good English achievement, with low correlation. In class XI.D, showed high motivation and good English achievement, with moderate correlation. In class XII.D, showed very high motivaton and very good English achievement, with low correlation. Overall, students at MA Al-Azhar Center Baturaja showed high motivation and good English achievement. Thus, the overall results of the study confirmed that high category of motivation correlated with good English achievement. The result of analysis found a correlation between students' instrumental motivation and their English achievement at MA Al-Azhar Center Baturaja. 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.

**Keywords: Correlation, Instrumental Motivation, Achievement**

### **Introduction**

English has become an international language for people to communicate. According to Abdullah and Shah (2014), English dominates the fields of business, finance and banking, knowledge and technology, popular culture and international relations. The opinion said that the ability to speak English fluently is the key to success in life in the modern era this is widely accepted. English is used as aglobal communication to many fields, including education. It allows individuals from different countries and cultural backgrounds to interact and share knowledge without language barriers. The introduction of English since elementary school level is clear evidence of the government's efforts to produce quality superior. In the learning language process, there are various factors that affect achievement or learning outcomes, one of the motivation. According to Sudjana (2015), there are internal and external factor that affect achievement in learning language process, internal factors include interests, motivations, and physical health conditions of individuals, while external factors can be influenced by social environment such as friends, family, and available facilities and infrastructure. For examples, students who have high motivation tend to be more persistent and diligent in facing learning challenges, so they can achieve better results. Meanwhile, support from friends, family, and teachers can provide indispensable external motivation. When students feel supported and valued by those around them, they tend to be more motivated to achieve their learning goals. In addition, access

to well-equipped libraries, modern language labs, or learning technologies such as computers and fast internet can improve the quality of learning and motivate students to learn more. Both of these factors are crucial in creating a more motivating learning environment, and they will influence students' achievements. Motivation is an important thing that must be owned by students in terms of learning. Learning without motivation will be very difficult to achieve success. This is because someone who is not motivated in the learning process tends to find it difficult to carry out learning activities. Lack of motivation to learn will weaken activity and effort so that it has an impact on low learning outcomes. On the contrary if the motivation to learn is higher, the effort to do better will increase, and have an impact on high learning outcomes (Issabelletal.2021). Motivation will change the energy in a person, so it has to do with psychology which then takes action to do anything. Motivated learners are more likely to engage actively in the learning process, set and achieve goals. Generally types of motivation there are two namely intrinsic and extrinsic, while in learning the target language, there are two types of motivation that can be encountered that is instrumental and integrative. Students who have an instrumental motivation in learning a language usually consider some practical goals, such as to get a job or earn an income (Putri,2019).

Instrumentally motivated people carry out some of the following activities : learning English to achieve good grades in school or college, learning English in order to speak fluently, or to get a better job or a higher salary in the office, as well as learning English to pass exams in school or college (Siahaanetal.2022). So, when students have insrumental motivation shows That they have goals that are functional in nature such as getting a job or passing an exam. Integrative motivation reflects an interest in learning another language because of a genuine and personal interest in the people and culture that the language group represents (Wati,2021). This integrative motivation is reflected in one's desire to fit in and engage in the culture of society through the use of language. In many education systems, especially at the high school level, educational goals are often more focused on achieving specific academic results or proficiency that have practical application in everyday life or in the workplace. Therefore, researcher want to examine instrumental motivation, which is related to achieving concrete goals, perhaps more relevant in an educational context. Various studies say that success to have good achievement in English is influenced by motivation. According to Kurt & Kecik(2017), motivation one of the most important factors that will influence students' English achievements or performance. Student success in learning English as a foreign language requires motivation (Juliana et al. 2022). Moreover, Rahardjo and Pertiwi (2020), when a student is highly motivated and implements effective learning strategies in learning English, they will become more interested and enjoy the process of learning English. This will have a positive impact on students' English learning achievement. Conversely, students who lack high motivation and do not apply effective learning strategies in learning English tend to become lazy and have difficulty in learning English. Motivation in learning English as a foreign language greatly influences how involved students are in learning, overcoming difficulties, and ultimately achieving good language skills. Students must know their reasons or motivations to support their goals during the process of learning English. By knowing it, we can develop ourselves to achieve goal in the best way. If students have an motivation or interest in learning English, they will learn enthusiastically and without fear. The students enjoy to learning English because their own pleasure and their own desire

According to Rosiana (2017), a low level of English knowledge will impact the result in their academic scores also being low. In addition, opinions said that for students studying English who have No. background at all, lack a supportive environment to practice, or lack motivation, they may perceive English as a complicated and difficult subject to master. Mastering English as a foreign language involves some complex challenges that must be overcome. This research was limited to only focusing on finding out the correlation between students' instrumental motivation and their English achievement at MA Al- Azhar Center Baturaja.

According to Creswell (2012), correlation investigators use the correlation statistical test to describe and measure the degree of association ( or relationship ) between two or more variables or sets of course. Correlation also is a type of non – experimental study that make it easier to predict and explain how two or more variable shavea relationship. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. A positive correlation means that as one variable increases, the other tends to increase as well, and when one decreases, the other also tends to decrease. Conversely, a negative correlation indicates that as one variable increases, the other tends to decrease, and vice versa (Fraenkel et al. 2012). According to Gay et al. (2012), two associated variables produce a correlation coefficient in the form of decimal value with a range of 0.00 to 1.00. The closer to 0 there is no or weak correlation while the closer to 1 stronger the correlation. This study was about the correlation of two variables. Students' instrumental motivation (X) and English learning achievement (Y) , meaning that the students' instrumental motivation was the independent variable, and English learning achievement wasthedependent variable.

Motivation is a key of learning foreign language. According to Brown(2000),motivation is one of the most important factors in your success in English. In foreign language learning, motivation cannot be set apartfrom the process of learning English since students' success or failure is depend upon their students of motivation. Because, someone who does not have motivation in learning may not to do learning activities (Yustien, 2019). Without an understanding of the material being studied and without understanding why they are learning it, learning will be difficult to achieve the desired results. This drive is known as motivation. This motivation encourages students to learn according to their goals because they are confident and aware of the benefits. Motivation is the key that triggers initiative in learning. Students who are motivated to learn will feel the urge to start the learning process. This is usually followed by an effort to find the information or knowledge they need. They can achieve this by reading books, discussing with their teachers, or doing research over the internet (Tiaraetal.2017). Students who are highly motivated tend to have a better chance of succeed in their learning activities than those who have lower motivation.

There are various sources of motivation, it can be simplified in to two primarycategories.Thefirstsourceis intrinsicmotivation,whichoriginates from within the individual themselves. The second source is extrinsic motivation, which comes from external or outside factors that affect the individual. Intrinsic motivation, often referred to as pure motivation, is the type of motivation that originates from within the students themselves (Issabel et al. 2021). Intrinsic motivation refers to the drive that comes from interest or enjoyment in performing the task, and is contained within the individual himself, rather than depending on outside pressure (Tohidi and Jabbari, 2012). So, students who have intrinsically motivated will be actively involved. In the learning process because of their internal drive, without relying on external factors that might influence their participation. The intrinsic motivation can be found such as in students. Extrinsic motivation is driven by external factors not directly related to the learning process. According to Gardner and Lambert (1972), there are two kinds of motivation that can influence the learner namely integrative motivation and instrumental motivation.

Instrumental motivation emphasizes the practical value and advantages of learning a new language (Wati,2021). Furthermore, instrumental motivation is a type of motivation where a student learns a language with the purpose of achieving work-related goals or objectives that are beneficial for their future. Learners with instrumental motivation typically aim to fulfill specific requirements for their education, job applications, or for understanding technical material (Inda, 2019). People who are instrumentally motivated

engage in activities such as learning the English language to attain good grades in school or college, to become fluent in speaking English, to secure better job opportunities or higher salaries in the workplace, and to pass examinations in school or college (Rahardjo and Pertiwi, 2020). Integrative motivation, which originates from within the individual, plays a particularly crucial role in fostering students' success in learning a second language (L2). In integrative motivation students are attracted to language learning by themselves, not because there is a reward, but their interest in learning the language or they are drawn to language learning because it enables them to improve themselves (Rahardjo and Pertiwi, 2020). According to Brown (2000), integrative motivation is where learners have the desire to integrate in the target language community, culture and become part of that society.

## **Methodology**

In this study, researcher used quantitative research with a correlational design. A correlation is a statistical test to determine the tendency or pattern for two ( or more ) variables or two sets of data to vary consistently (Creswell, 2012). In addition Fraenkel (2012), correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. According to Gay et al. (2012), two associated variables produce a correlation coefficient in the form of decimal value with arrange of 0.00 to 1.00. The population of this study was the whole students of MA Al-Azhar Center Baturaja. Sample is a part of the subject to the research. According to Creswell (2012), is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, researcher used probability sampling with cluster random sampling technique to determine the sample. The number of the samples in this study were 100 respondents taken about 30% of the population. In this study, researcher used questionnaire and documentation for collecting the data. In this case, after the instrument is constructed about: aspects that was be measured based on certain consulted with experts. Experts are asked for their opinions on the instrument that had been compiled.

## **Finding**

This section describes the results of both students' motivation and the English achievement of students. In this finding, it is explained the result of students motivation, English achievement, and also the correlation results per class first. After that, the explanations of the entire class are merged into one. Overall the students' motivation result can be seen in the table below:

**Table 1. The Distribution Overall the Students' 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%          |
| <b>Total</b> |          | <b>100</b> | <b>100%</b> |

Based on the table above, it was found that there were 42 students (42%) With very high category instudents'motivationresult,33students(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.

**Table 2. Descriptive Statistic Overall Students' Motivation Result**

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

Based on the table above, the number of students' motivation result respondents from all the class was 100 students. The range percentage of students' motivation result from all of the class was 38,75. The minimum of students' motivation result from all ofthe classwas61,25 and the maximum was 100. The mean of students'motivation result from all of the class was 80,86. Standard deviation students'motivationresultfromallofthe classwas11,67. So, the average students' motivation result at MA Al- Azhar Center Baturaja in high category.

**Table3. 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%          |
| <b>Total</b> |                | <b>100</b> | <b>100%</b> |

Based on the table above, it was found that there were 20 students (20%) with very good category in English achievement, 79 students (79%) with good category, 1 students (1%) get Fair in English achievement. No students get less in English achievement.

**Table 4. Descriptive Statistic Overall of English Achievement**

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

Based on the table above, the number of English Achievement from all of the class was 100 students. The range of English achievement from all of the class was 19. The minimum of English Achievement from all of the class was 77 and the maximum was 96. The mean of English Achievement from all of the class was 84,79. Standard deviation English achievement from all of the class was 4,45. So, the average English achievement at MA Al- Azhar Center Baturaja in good category. The result overall of the correlation between students' instrumental motivation and 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 below:

**Table 5. Overall of the Correlation Result**

|                         |                            | Instrumental Motivation | English Achievement |
|-------------------------|----------------------------|-------------------------|---------------------|
| Instrumental Motivation | <b>PearsonCorrelation</b>  | 1                       | .634                |
|                         | <b>Sig.(2-tailed)</b>      |                         | .000                |
|                         | <b>N</b>                   | 100                     | 100                 |
| English Achievement     | <b>Pearson Correlation</b> | .634                    | 1                   |
|                         | <b>Sig.(2-tailed)</b>      | .000                    |                     |
|                         | <b>N</b>                   | 100                     | 100                 |

According to the table above, 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 show there is a correlation between students' instrumental motivation and English achievement.

## Discussion

First of all, researcher wanted to conclude the results of research that have been found started from the results of data per class. From class X.D who filled in the data, there were 33 students. The results of student motivation from the 33 students of class X.D who got the very high category there were 7 students, who got the high category there were 7 students, and who got the moderate category there were 19 students. Furthermore, the students' motivation result from class X.D obtained the minimum score was 61.25, the maximum score was 97.5, the mean was 73.73, the range was 36,25, and the standard deviation was 11,87. Next, the result of English achievement from class X.D who got very good category was 4 students, who got good category was 28 students, and who got fair category was 1 students. Also, the English achievement from class X.D obtained the minimum was 77, the maximum was 91, the mean was 82,09, the range was 14, and the standard deviation was 3,80. In addition, the result of correlation between instrumental motivation and English achievement from class X.D was 0.621 with strong category. From class XI.C who filled in the data, there were 21 students. The results of student motivation from the 21 students of class XI.C who got the very high category there were 8 students, who got the high category there were 12 students, and who got

the moderate category there were 1 students. Furthermore, the students' motivation result from class XI.C obtained the minimum score was 66,25, the maximum score was 92,5, the mean was 82,55, the range was 26,25, and the standard deviation was 6,59. Next, the result of English achievement from class XI.C who got very good category was 2 students and who got good category was 19 students. Also, the English achievement from class XI.C obtained the minimum was 81, the maximum was 89,5, the mean was 84,52, the range was 8,5, and the standard deviation was 2,59. In addition, the result of correlation between instrumental motivation and English achievement from class XI.C was 0.208 with low category.

From class XI.D who filled in the data, there were 30 students. The results of student motivation from the 30 students of class XI.D who got the very high category there were 13 students, who got the high category there were 12 students, and who got the moderate category there were 5 students. Furthermore, the students' motivation result from class XI. D obtained the minimum score was 62.5, the maximum score was 100, the mean was 80,78, the range was 37.5, and the standar deviation was 9,84. Next, the result of English achievement from class XI.D who got very good category was 6 students and who got good category was 24 students. Also, the English achievement from class XI.D obtained the minimum was 79, the maximum was 95, the mean was 85,7, the range was 16, and the standar deviation was 4,59. In addition, the result of correlation between instrumental motivation and English achievement from class XI.D was 0.531 with moderate category.

From class XII.D who filled in the data, there were 16 students. The results of student motivation from the 16 students of class XII.D who got the very high category there were 14 students and who got the high category there were 2 students. Furthermore, the students' motivation result from class XII. D obtained the From the results of the research obtained, each indicator of instrumental motivation has a superior statement. For indicator pass different test, 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. In the context of the teaching-learning process, success or failure cannot be determined only from 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 improve 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. Issabelet al. (2021), did similar study and found positive correlation at correlation coefficient at 0,723 with strong category between students' motivation and out comes in learning English grammar in class VIII students. According to Issabel et al. (2021), with an understanding of the relationship between student motivation and English learning outcomes, a practical benefit of this research for schools, teachers, and school stakeholders is the ability to take concrete actions in creating an environment that motivates students in the teaching-learning process

## Conclusion

Based on the findings and discussions regarding the correlation between students' instrumental motivation and their English achievement at MA Al-Azhar Center Baturaja, the following conclusions were drawn. In class X.D, the average students' motivation results were in the high category and the average their English achievement were in the good category. While, the correlation between students' instrumental motivation and their English achievement in class X.D in the strong category. In class XI.C, the average students' motivation result were in the high category and the average their English achievement were in the good category. While, the correlation between students' instrumental motivation and their English achievement in class XI. C in the low category. In class XI.D, the average students' motivation result were in the high category and the average their English achievement were in the good category. While, the correlation between students' instrumental motivation and their English achievements class XI.D in the moderate category. In class XII.D, the average students' motivation result were in the very high category and their English achievement in very high category. While, the correlation between students' instrumental motivation and their English achievement in class XII.D in the low category.

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