

The Students' Motivation and Academic Achievement at Tertiary Level: A Correlational Study

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Abstract

One of the factors affecting student's academic achievement is student learning motivation. The motivation that exists in students can drive them to be more enthusiastic to do excel in learning process. This study aimed to determine whether there is a correlation between the tertiary students' motivation and the students' academic achievement indicated by their Grade Point Average (GPA). This study was designed using a quantitative correlational study and 39 students were involved as the participant. Questionnaire and document perusal were done to collect the data. The results suggest that there is a positive correlation between students' motivation and the students' learning achievement.

Keywords: achievement, tertiary students, motivation, grade point average.

Introduction

It is undeniable that English is a language that must be learned and owned by every student in Indonesia. Pustika (2021) argues that English is an important skill that is needed by some people to be globalized civilians. In recent years, the use of English as an international language has proven to be increasing in various fields around the world. English is an international language that has many roles in daily life in various countries. Many of countries use English as their mother tongue, In Indonesia, English requires as foreign language that all students have to learned. English is frequently used as a tool to support international communication in English as a Foreign Language (EFL). English, as one of the foreign languages taught in Indonesia, is only taught in schools and has become a compulsory subject from primary to tertiary level (Jayanti & Norahmi, 2014; Sary, 2012; Aminatun, 2019; Aminatun and Oktaviani, 2019; Sari, 2019; Ayu, 2020; Mandasari, 2020; Mandasari and Aminatun, 2020; Pustika, 2020; Ambarwati and Mandasari, 2020; Mandasari and Wahyudin, 2021; Rahmania, A. H., & Mandasari, B., 2021). In previous years, where national examination still becomes one important indicator for all students in Indonesia, English became one of the school subjects that is assessed in the national examination (Pustika, 2019). According to Graff & Housen (2009) the way students learn may be influenced by several factors such as age and cognitive maturity, cognitive learning style, motivation, attitude, language learning aptitude and level of second language or L2 proficiency at the time of instructions. In that opinion, motivation is one of the instruments that affect the way students learn a second language or L2 at school or at university.

In learning a second language students must have an achievement in order to prove their ability in that language. Then during the process of pursuing an achievement, it may be affected by some factors such as learning style (Wahyudin and Rido, 2020), learning strategies (Lestari and Wahyudin, 2020), attitude (Sinaga and Pustika, 2021), and motivation (Ambarwati and Mandasari, 2020). However, it still becomes a problem

whether students' motivation and achievement are correlated to achieve unidirectional goals or not. Therefore, this study was conducted to find out the results about this matter. Possibly numerous individuals have made studies on this matter, but this current study has different features in it, which in this study will also investigate what type of motivation is most often used by students at tertiary level.

This current study aims to determine the correlation between students' motivation and students' achievement. Student motivation is a foundation that triggers a student in doing something they want to achieve. According to Harmer (2001) it seems reasonable to say that the motivation that students bring into the classroom is the biggest single factor affecting their success. There are four types of motivation that will be investigated in the study including intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation.

The word "motivation" is very often heard by our ears and very easy to say, but this motivation itself is very difficult to define. Motivation is an aspect that is considered to increase a person's desire to achieve something in order to lead to success. Motivation is one of the intrinsic factors which influence students' performance in learning language skills alongside with interest, learning style, or intelligence (Aminatun et al., 2019). Fachraini (2017) states that almost all activities carried out require motivation as a trigger and encouragement in doing their best efforts, one of which is when someone learns a foreign language. With the motivation that every student who is studying a foreign language has, it is certain that they will do whatever it takes, in order to get the best achievement. There are several types of motivation they are intrinsic motivation, extrinsic motivation, integrative motivation, and instrumental motivation. According to Harmer (2007) as cited in Fachraini (2017) states that motivation is divided into two, namely intrinsic motivation and extrinsic motivation, while according to Brown (2007) as cited in Fachraini (2017) states that motivation is divided into two, namely integrative motivation and instrumental motivation.

Motivation may significantly contribute to one's success or failure in any difficult activity. We know that success in a task is due to the fact that someone is motivated. As stated by Ayu, Diem, & Vianty (2017), when teachers can place themselves as motivator in the classroom by providing the students with interactive activities, it is really helpful to facilitate and meet students' needs. It is easy in second language learning to state that a learner will be successful with the right motivation. Students' motivation can be increased by providing interactive activities during teaching and process so it will improve their willingness to participate in the class (Ayu, 2018). Such claims supported by numerous studies and experiments in human learning (Alizadeh, 2016). According to Pourhosein Gilakjani, Leong, and Saburi (2012) as cited in Alizadeh (2016) state the success of any action is dependent on the extent to which persons try to get their goal, along with their desire to do so. Generally people allude to this psychological factor—the drive that produces the action—as motivation. It may be a thought process constrain that stimulates, affects, or invigorates activity. Motivation is an important factor in specifying the readiness of learners to communicate.

Achievement is something that every student wants to achieve. According to merriam webster dictionary achievement is the act of achieving something or the achievement of an ambition, the quality and quantity of a student's work that their gain. According to Hattie & Anderman (2013) as cited in Ballafkih & Middelkoop (2019) state that student achievement has become one of the essential aspects in the evaluation process used by every school during the school's existence. Based on that definition, achievement can also be defined as a success in achieving something desired.

Student GPA score are also the part of achievement, specifically in academic achievement. GPA score is score or grade obtained by students as long as they are tertiary level students. A Grade Point Average (GPA) is the average of entire final grades or scores for courses within a program, weighted by the unit value of each of those courses (Yogendra & Andrew, 2017). To get a GPA score, we must calculate all score points or grades obtained by students within a certain time (per one semester). GPA is also an essential part when we apply for jobs in the future, that's because sometimes some companies or instantiations will look at the GPA score first as a comparison among all other job applicants. slightly different from GPA, there is also a cumulative grade point average (CGPA) that refers to all GPA calculations obtained by students in each semester.

Method

This study was designed using a quantitative correlational and the sampling technique used in this study was purposive sampling. Purposive sampling itself is a technique of determining the existing sample in the population in accordance with the wishes of the researcher and the objectives or problems that exist in the research. The population of this study was English Education Students at Universitas Teknokrat Indonesia and the sample obtained in this study was 39 students who were taking Quantitative Research course. This study uses four types of student motivation including intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation. The instrument used in this study was an online questionnaire distributed to recap the students' motivation and GPA. This questionnaire consists of 20 items and should be responded by close-ended choices ranging from *strongly agree*, *agree*, *neutral*, *disagree* and *strongly disagree*.

The data collected was processed through Statistical analysis of Pearson product-moment correlation and SPSS software version 20 was used to find the correlation between the variables. The first thing to do in this data analysis is a reliability test to show the reliability of the questionnaire used. Then the second is descriptive statistical test to find out the minimum and maximum scores of students' GPA. The third is to do a correlation test to find out whether the two variables discussed are correlated or not. The scale interpretations that can be selected to answer the questionnaire, it can be seen as follow: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

Findings and Discussion

This study was conducted to find out the correlation or relationship between student motivation and students' English at tertiary level through one data collection method and several types of analysis in it. The data were collected through a questionnaire consisting of 20 items and then distributed to all students who took the Quantitative Research class. Then the data is analyzed using the SPSS application version 20. The result can be seen in the following table, it shows the number of characteristics of respondents by gender (see table 1.1)

Table 1.1 Characteristics of respondents by gender

Gender	n	%
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Male	12	30,8%
Female	27	69,2%
Total	39	100%

The number of respondents who have filled out the questionnaires that the researchers distributed is 39. There are 12 male and the percentage is 30.8%. The 12 male students were students who took the Quantitative Research class in semester 6 majoring in English Education. Then the number of respondents who are female is 27 people who have filled out the questionnaire, with a percentage of 69.2%. All female students are also part of the Quantitative Research class in semester 6 majoring in English Education.

Table 1.2 The reliability of Instrument

Cronbach's Alpha	N of Items
0.924	20

Based on table 1.2 it shows that the reliability of the questionnaire provided by the researcher is indicated by the Cronbach's alpha value is 0.924 which means highly reliable. according to Ghozali (2011) the value can be said to be highly reliable because if the Cronbach's alpha value is > 0.6, it can be said that all statements in the questionnaire are reliable. N of items on the table 1.2 means that the number of statement items contained in the questionnaire is 20 items. This study also measures the achievement and proficiency of English language education students. Student achievement is indicated by Grade Point Accumulative (GPA) and proficiency is measured by the result of English Proficiency Test (EPT), it can be seen on (table 1.3).

Table 1.3 The result of Student GPA and EPT

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
GPA	39	200.00	200.00	400.00	347.2051	47.17112	2225.115
EPT	39	236.00	317.00	553.00	452.6410	52.05184	2709.394

Table 1.3 shows the minimum GPA score of English education students taking the Quantitative Research course is 2.00 and the maximum score is 4.00 with a mean of 3.47. Meanwhile, the EPT score of students from the same class, namely 317 is the minimum score and 553 is the maximum score with a mean of 452.

The statements contained in the questionnaire distributed by the researcher. Each of these statements will be displayed in several tables along with the number of respondents, mean, and SD. Types of statements are divided into four based on the types of motivation possessed by students, namely Intrinsic Motivation, Extrinsic Motivation, Instrumental Motivation, and Integrative Motivation. The intrinsic motivation was explored from five items which displayed in Table 1.4.

Table 1.4 Reports of students' intrinsic motivation

No.	Statement	N		
			Mean	SD
Q1	I would like to be a master at English language.	39	4,49	0,64
Q2	I am happy to learn English language.	39	4,31	0,66
Q3	I am impressed with English language	39	4,26	0,64
Q4	I feel that learning English is useful for me in the future.	39	4,49	0,76
Q5	I would like to compete with others in learning English language.	39	3,82	1,12
Mean			4,27	0,76

Table 1.4 shows several statements related to student intrinsic motivation where there are 5 items for this type of motivation statement. The table also shows that N means the number of respondents in one statement in the questionnaire. In the table above, the number of N is 39, it means that the respondents in each statement in the questionnaire are 39 people or students at tertiary level. Then in the "mean" table it shows the average of the respondent for each statement on the questionnaire then the table also shows the SD or standard deviation. The average result of the "mean" and "SD" are 4.27 and 0.76.

Table 1.5 Reports of student Extrinsic motivation

No.	Statement	N		
			Mean	SD
Q6	I intend to study English well to get a good Grade.	39	3,95	0,83
Q7	I intend to study English well for being rewarded by others.	39	3,28	1,12
Q8	I intend to study English well because I do not want to be blamed and ashamed if I get a bad grade.	39	3,59	0,94
Q9	I intend to study English well to look good.	39	3,62	0,99
Q10	I study English so that I will be accepted by others.	39	3,28	1,17
Mean			3,54	1,01

Based on table 1.5, it can be seen several statements related to student extrinsic motivation where there are 5 items for this type of motivation statement then the

respondent of the questionnaire is 39 people and the "mean" of Q6 is 3,95 it shows that all the Respondents of the Q6 are already on average, as well as Q7, Q8, Q9 and Q10. This is the result of a student extrinsic motivation statement. The average of "mean" and "SD" are 3.54 and 1.01.

Table 1.6 Reports of student Instrumental Motivation

No.	Statement	N		
			Mean	SD
Q11	I study English language for socializing, traveling etc.	39	4,15	0,71
Q12	I want to study English well for future educational and career advantage.	39	4,36	0,71
Q13	I want to study English well so that I can work with a multinational company and receive a high salary.	39	4,26	0,85
Q14	I want to study English well so that I am respected by others.	39	3,59	1,16
Q15	I study English because it is compulsory, otherwise I would not study it.	39	3,13	1,15
Mean			3,90	0,92

Based on table 1.6, it can be seen that the number of respondents remains consistent, namely 39 people. The average of all statements that involve in student instrumental motivation is 3.90, it's lower than students intrinsic motivation and higher than students extrinsic motivation. For The average of Standard Deviation (SD) is 0.92.

Table 1.7 Reports of student Integrative Motivation

No.	Statement	N		
			Mean	SD
Q16	I want to study English to communicate with foreigners who have English literacy.	39	4,00	0,86
Q17	I want to study English to understand the culture of other countries in which English is widely spoken.	39	4,08	0,93
Q18	I want to study English because I want to live in a country that uses English as the medium language.	39	3,85	1,01
Q19	I want to learn English to be admired and respected by foreigners.	39	3,59	0,97
Q20	I want to study English for future self study from many sources of English such as novels, movies etc.	39	4,03	0,78
Mean			3,91	0,91

Table 1.7 points out that 39 people filled Q16 and the “mean” or average response for Q16 was 4.00 and SD for Q16 is 0.86. Q17, Q18, Q19, Q20 have also been shown the average response in the table. The results for the mean and SD column averages are 3.91 and 0.91. The average value of 3.91 is lower than intrinsic motivation and higher than extrinsic motivation and instrumental motivation.

Table 1.8 the correlations between student motivation and GPA

		GPA	Motivation
GPA	Pearson Correlation	1	.194
	Sig. (2-tailed)		.238
	N	39	39
Motivation	Pearson Correlation	.194	1
	Sig. (2-tailed)	.238	
	N	39	39

From the table above, it is stated that the Pearson correlation is 0.194 it means that there is a unidirectional correlation between the two variables because the results of the analysis are positive, which is if the student's motivation is higher, the higher also the GPA they get. However, the sig 2-tailed value shows 0.238 which means that there is no significant correlation between the two because basically the sig (-2 tailed) value must be <0.05. Thus, it can be inferred that those variables were correlated to each other in a very low level of significance.

Discussion

Motivation is an impulse, interest or desire that is so great in a person, to achieve a certain desire, image and their goals. The existence of motivation will make a person try his best to achieve what he wants. There are four types of motivation that will be shown in this paper. This paper aims to find the correlation between students' motivation and their proficiency and to find out which types of motivation they use the most in learning English.

The first type is intrinsic motivation, intrinsic motivation is motivation that comes from within. according to Sobry Sutikno (2007) intrinsic motivation can be defined as motivation that is born from within the individual himself without coercion or encouragement from others, but on the basis of his own will. So it can be concluded that intrinsic motivation is motivation that arises from within a person without requiring external stimulation. From the data in (Table 1.4) which shows several statement items related to intrinsic motivation, it shows that the average of all Q1until Q5 statements is 4.27 which means almost all students choose strongly agree.

The second type is extrinsic motivation, According to A.M. Sardiman (2005: 90) extrinsic motivation is a number of motives that are active and function because of external stimuli or encouragement. Meanwhile, Sobry Sutikno argues that extrinsic motivation is motivation that is born due to influence from outside the individual, perhaps because of an invitation, order or coercion from others so that in this situation someone wants to do something. So from some of the opinions above, it can be concluded that extrinsic motivation is motivation that arises due to stimuli from outside. It can be conducted by giving the project-based assignment to students, so they can collaborate with other students and share their ideas each other (Yuliansyah & Ayu, 2021; Apriyanti & Ayu, 2020). From

the data (Table 1.5) states the average "mean" of all statements Q6 until Q10 is 3.54, which means that almost all students or respondents choose agree on every statement there.

The third type is instrumental motivation, the instrumental motivation itself is a motivation or encouragement that comes from a lure or a perception to get a reward. For example, someone wants to learn English because he wants to work with a multinational company and receive a high salary. In (Table 1.6), it is stated that the average "mean" of all statements is 3.90 it means that almost all students or respondents choose agree on the Q11 to Q15 statement.

The fourth or the last type is integrative motivation, integrative motivation is an encouragement that is based on one's interest in a community that speaks a particular language. Not only that a person can also be attracted to the culture of the language they want to learn. for example someone wants to study English to communicate with foreigners who have English literacy. That is the reason why English teachers have to integrate English with its culture to motivate students to know and learn more enthusiastically (Ayu, 2020). Based on (Table 1.7) indicate that the average "mean" of all statements is 3,91 it means almost all of students or respondents choose agree with the statement that exist in Q16 until Q20.

From all the data above, it can be concluded that almost all students chose agree from every statement on the questionnaire starting from Q1 until Q20. It means they agree that they use four types of motivation in their English learning. Then the type of motivation they often use in learning English is intrinsic motivation, which can be proven by the high average "mean" value shown in (Table 1.4) most students have and use intrinsic motivation to drive their desire to achieve something. However, this is very different from the results of the correlation between the two scores they have where there is no significant correlation between student motivation and student proficiency through GPA or EPT. Student motivation gets a unidirectional correlation with the student's GPA while it's not a unidirectional correlation with EPT.

Conclusion

The result analysis shows that 39 respondents have contributed to the questionnaire and most of them choose the agree option which states that they use the four types of motivation in learning English. The type of motivation that they use the most is intrinsic motivation, where the motivation comes from within themselves. Not only that, the results of the correlational analysis shows that there is a correlation between the students' motivation and their GPA. The finding of the study may confirm the result of previous studies and existing theories in which motivation tend to be linear with the students' learning achievement. It is crucial that a teacher should concern the students' learning motivation while conducting teaching and learning process. Students may try to find the hidden motivation within themselves to be successful in learning. Further research may explore this relationship with a larger number of samples and different level of students to increase the transferability of the finding of the present study.

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