

The Influence of Motivation on Student Achievement in Learning English

Muhammad Danil Hikmat

Faculty of Computer Science, Information Systems Study Program, Royal University, Kisaran, North
Sumatra, Indonesia

Email: danilbatubara86@gmail.com

Abstract -Rapid technological developments offer many educational options, especially for English language learners. By using a qualitative approach, this research tries to examine how student motivation influences English learning achievement in the technological era. In-depth interviews, observations, and document analysis with parents, teachers, and children were used to collect data. Based on research findings, student success is greatly influenced by motivation, both internal and external. Technology has been proven, including digital media, interactive films, and learning tools, to increase students' enthusiasm for learning. Students who have high motivation tend to be more active in using technology to improve their education, which will result in greater success. However, students who have low motivation often have difficulty making the most of technology. Lack of access to technology and low parental involvement are obstacles, while innovative technology-based learning strategies and environmental support are motivating elements to help. Based on the findings of this research, appropriate use of technology can increase the impact of motivation on student achievement, making teacher-student and parent collaboration important for achieving the best learning outcomes.

Keywords: Motivation, Student Achievement, English Learning, Technology, Qualitative Methods

1. INTRODUCTION

Entering the modern era, we cannot avoid technological progress because it cannot be separated from scientific progress. Global technological advances have impacted many aspects of life, including politics, economics, culture, arts, and even education (Maritsa et al. 2021). Currently, digital technology plays an important role in the world of education by giving students easier and more flexible access to various learning materials. Technology offers a range of interactive applications, e-learning platforms and AI-based tools that can improve students' speaking, listening, reading and writing skills when learning English [1]. However, even though technology offers many benefits, students' motivation is still the main determinant of how often they use it. Students who lack significant desire tend not to make maximum use of technology to improve their learning outcomes. Therefore, it is important to conduct learning to understand how motivation can influence student achievement, especially in learning English [2].

One element of life that is very important in human interaction is language, which is used to relate, socialize and communicate with other people. As technology, communication and information progress in human civilization throughout the world, so does the development of language. The emergence of various technological gadgets as a modernization shift in human culture is an indication of this [3]. Being an international language that dominates international relations, English is an important foreign language to learn. Strong communication skills, especially in English, are essential for everyone as globalization advances and becomes more competitive. Proficiency in spoken and written English has become essential in an era of ever-expanding technology and world contacts. In addition, English has emerged as the main language that dominates various areas of life, including politics, culture, and most importantly business. In today's increasingly globalized business environment, the ability to communicate in English is not only a supporting element but also the foundation of one's profession [4]. A number of studies conducted in recent years show that one of the main elements that influences students' success in learning English is motivation. Students may be intrinsically motivated or motivated by outside forces such as parental support, instructor encouragement, or the classroom environment. Although much research has shown how important motivation is for learning, little is known about how motivation interacts with other elements, such as technology and teaching strategies, to influence student learning outcomes [5]. One factor that can explain a person's behavior is motivation, a basic psychological process. One of the key elements in achieving goals is motivation. Motivation is associated with human drive or strength. Humans have motivations that are not visible from the outside. Motivated people exhibit certain behaviors that help them get closer to the demands or goals they want to fulfill [6].

Students in secondary schools who take English as a compulsory subject. Because they are faced with academic pressure, social pressure and curriculum demands, students at this level are considered to be at a crucial stage in developing learning motivation. Some students often find English challenging, especially if their education does not encourage active use of the language. The aim of this research is to better understand how students' levels of intrinsic and extrinsic motivation influence their success in learning English. In addition, this research will examine how the teacher functions as a facilitator and other external variables that can support or weaken student motivation [7].

Learning is an action carried out in an effort to bring about improvement and change. Learning is also a process that everyone carries out consciously or unconsciously, taking them from ignorance to knowledge, from not being able to walk to being able to walk, from not being able to read to being able to read, and so on (Prameswara and Pius X 2023). Currently, traditional teaching strategies such as lectures and practice questions which are often less interesting for students continue to dominate the English language learning curriculum in schools. Although some schools have started to implement technology such as interactive media and language learning software, implementation has not spread evenly. Students often lose interest and enthusiasm in learning English when there are no creative teaching methods available. Additionally, assessing students' progress looks more at written exam scores than at the growth of their communication skills. Students' intrinsic motivation, which should be a key component for achieving learning success, is often not supported by the current system [8].

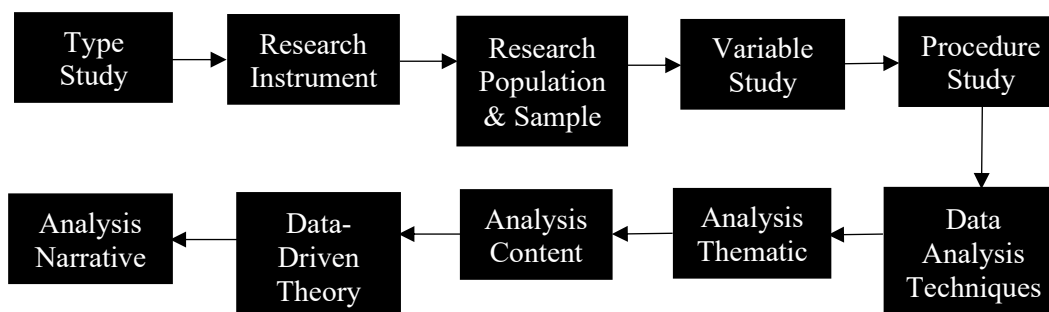
Students' low motivation is a major problem in learning English, and this directly affects their academic performance. Many students make little effort to understand the material thoroughly because they believe that English is a challenging topic and has little impact on their daily lives. Apart from that, boring teaching strategies, a less than encouraging learning atmosphere, and a lack of encouragement from parents and instructors are causes of low motivation. Students who lack motivation often have difficulty understanding ideas, expanding their vocabulary, and honing their communication skills, all of which impact their academic performance [9].

Comprehensive and creative strategies are needed to overcome the problem of students' low motivation in learning English. To make learning more interesting and applicable for students, educators must first implement teaching strategies that are more technology-based and interactive. Second, rewarding effort and not just results is critical to increasing intrinsic motivation. Teachers and parents can also work together to create a nurturing learning environment by giving students access to additional learning materials and providing continued moral support. Students can be more motivated to learn by utilizing technology, such as gamification and language learning applications. It is hoped that this strategy will increase students' motivation and help them achieve better academic success.

Students' motivation has a big impact on how well they learn English. Innovative teaching strategies and technological advances can be powerful instruments for increasing student motivation, but their effectiveness still depends on the participation of educators, parents and students. It is estimated that by understanding the elements that influence motivation and using calculated measures to increase students' enthusiasm for learning, their English language proficiency will improve significantly. The research, entitled "The Influence of Motivation on Student Achievement in Learning English", aims to provide a fresh perspective to educators and other stakeholders on how to create a learning system that is more efficient and focuses on student needs.

2. METHODS

Below is the flow of research that has been carried out :



Picture 1. Research Methods

2.1 Type Study

To find out students' experiences of learning English, this research uses a qualitative methodology with a case study or phenomenological research design. The information collected is not in the form of numbers, but in the form of observations, interviews, or words.

2.1.1 Research Instrument

1. Conduct in-depth interviews with parents, instructors, or students to explore their driving forces.
2. Observation by examining the teaching and learning process in the classroom to learn how motivation is created.

2.2 Research Population and Sample

2.2.1 Definition of Population

Population is a broad category consisting of items or subjects with certain attributes that the researcher chooses to examine and from which conclusions are drawn. Therefore, the population consists of humans and other natural objects. In addition, population includes all the attributes that a particular subject or object has, not just the number of items or people studied [14].

All students who study English at a particular school (such as middle school, high school, or other educational institutions) related to this research constitute the population in this context. These qualities must exist in society, such as :

1. Actively participate in the curriculum by learning English.
2. Able to determine the degree of learning motivation.
3. Have measurable learning outcomes, such as test results, report cards, or other assessments.
4. Example Population: Every class X student at SMA X (for example, a total of 200 students).

2.2.2 Definition of Research Sample

A sample is a portion of the population selected for research purposes. For research findings to be widely applicable, the sample must be representative of the population. Examples are as follows :

1. From 5 classes, 50 class X SMA X students were randomly selected.
2. Based on their English test results, 30 students were divided into 3 achievement categories : high, medium, and low.

2.3 Research Variables

1. Independent Variable : Student learning motivation.
2. Dependent Variable : Student learning achievement in English subjects.

2.4 Research Procedures

The research process in flow form is as follows :

1. Identify the problem and research objectives.
2. Review the literature and discover the theory.

3. Create research tools, such as learning achievement data and motivation surveys.
4. Identify the sample and population.
5. Collecting information (achievement scores and questionnaires).
6. Apply statistical analysis to data processing.
7. Provide a summary of findings and suggestions.
8. Compile the final report.

2.5 Data Analysis Techniques

2.5.1 Thematic Analysis

1. Look for and examine themes that emerge from narrative data (interviews, observations).
2. Actions that need to be taken:
 - a. Check the data and find the starting code.
 - b. Combine code to create a theme.
 - c. Edit and label the theme.
 - d. Create reports based on themes found.
3. Example of application : Identifying themes such as “intrinsic motivation” which are related to learning achievement.

2.5.2 Content Analysis

1. The goal is to identify and count the frequency of categories or themes in the text to see patterns or trends.
2. Steps :
 - a. Determine categories related to motivation and achievement.
 - b. Coded the data and determined the frequency of themes.
 - c. Draw conclusions based on the patterns found.
3. Application Example: Determine the frequency with which students cite “parental support” as a source of achievement-related motivation.

2.5.3 Data-Driven Theory

1. Attempt to create new theories based on qualitative data.
2. Steps :
 - a. Gather information and use open coding to come up with initial ideas.
 - b. Put ideas into more comprehensive groups.
 - c. Create new theories based on the categories that have been identified.
3. Application example : Create a hypothesis explaining how rewards and other forms of extrinsic motivation influence English language proficiency among students.

2.5.4 Narrative Analysis

1. To study student experiences and the importance of motivation and success, the goal is to examine personal narratives or stories.
2. Actions that need to be taken :
 - a. Collect student narratives or anecdotes about their educational experiences.
 - b. Determine which aspects of the story relate to achievement and motivation.
 - c. Drawing conclusions about the relationship between achievement and motivation from student narratives.
3. Application Example : Examine students' experiences of how parental encouragement inspired them to try harder in learning English.

3. RESULTS

The findings of the qualitative research approach are as follows, which are presented in the form of descriptions obtained from observations, interviews and documents:

1. Research Overview

The purpose of this research is to find out how motivation influences students' performance in learning English. In-depth interviews with parents, instructors, and students were used to collect data, as were classroom observations of the learning process. Research Subject :

- a. Five high school students from Class X were selected based on their varying levels of success.
- b. An English instructor.
- c. Parents of students.

2. Findings from Observations

Findings of observations made on student behavior in English classes during the learning process. Findings from Observations :

- a. Highly motivated students :
 1. Students actively ask and respond to teacher questions.
 2. They participate in events such as presentations and group discussions with enthusiasm.
 3. These students usually turn in their work on time.
- b. Low motivated students :
 1. Students appear uninterested in the content of the subject and are passive.
 2. Often forgets to do homework or fails to complete assignments.
 3. Increase the amount of time you spend on your phone while studying.

Interpretation : It appears that students' motivation has a large influence on how engaged they are in class. Although less motivated students are usually distracted, highly motivated students are more active.

3. Findings from Interviews

The interview findings provide detailed information about the variables that may influence students' motivation and how they impact their academic performance. Key Results:

- a. From students
 1. Highly motivated students:
 - a. Enjoys learning English because he is sure it will be useful in the future, especially for his profession.
 - b. Confess that parents, who often help with study sessions at home, support them.
 - c. Set personal goals, such as competing in an English language contest or getting the highest score.
 2. Low motivated students:
 - a. Feel that learning English is challenging because you don't understand the vocabulary and grammar.
 - b. Parents do not support their children's academic efforts.
 - c. More interested in other subjects such as art or mathematics.
- b. From Teacher
 1. According to teachers, learning success is greatly influenced by student motivation.
 2. Because they are more disciplined and achiever, highly motivated students often set an example in class.
 3. To engage students who lack motivation, teachers also emphasize the importance of using various teaching strategies, such as games or films.
- c. From Parents

1. Parents of high-achieving students usually offer full support, including additional tutoring or home study sessions.
2. Due to busyness or lack of interest, parents of students who perform poorly often do not supervise their learning activities.

4. Main Research Results

Several significant trends emerged from observations and interviews :

a. Intrinsic motivation :

1. Higher grades are usually obtained by students who have intrinsic motivation, such as a love of English or a desire to succeed.

b. Extrinsic motivation :

1. Parental and instructional support is very important to increase student motivation.
2. Students are also encouraged to learn more when they receive rewards such as recognition, prizes, or praise.

c. Elements that hinder motivation:

1. Students with low motivation face challenges such as lack of parental support, boring teaching techniques, and lack of understanding of lesson material.

5. The Impact of Motivation on Student Achievement

According to the findings of this study, students who are highly motivated both internally and externally generally perform better in English classes. Here are some examples :

a. Student A (High Motivation) :

1. 90 is the average score of English.
2. Actively participate in class, ask questions frequently, and complete assignments on time every time.
3. Get full support from your parents, because they often accompany you to school.

b. Student B (Low Motivation) :

1. Average score in English : 60.
2. Does not participate in class, often skips homework, and admits difficulty in understanding subjects.
3. Parents do not participate in the learning process.

Interpretation :

- a. The main determinant of student achievement is motivation.
- b. Lack of environmental support and lack of enthusiasm for learning are factors that influence the academic achievement of students who are less motivated.

4. CONCLUSIONS

From the research results, it can be concluded :

1. Student learning achievement in English is significantly influenced by motivation, both internal and external.
2. Highly motivated students usually show higher levels of activity, enthusiasm and academic success. On the other hand, unmotivated students tend to be inactive and get bad grades.
3. Motivational supporting aspects include:
 - a. Student interest in lessons.
 - b. Support from parents and teachers.
 - c. Interesting learning method.

From the results of this research it can also be recommended:

1. To increase student motivation, teachers should use more diverse teaching strategies, such as interactive games or digital media.
2. Parents should be more supportive of their children's education, for example by providing study time at home.

3. Through tutoring programs or hands-on activities such as watching films or listening to English-language music, students who lack the desire should be inspired to recognize the value of English.

Based on the findings or recommendations that address the above problems, motivation plays a major role in determining how well students learn English, those who are highly motivated usually perform better than those who are not highly motivated. Although the main barriers include a lack of understanding of the subject matter, repetitive teaching strategies, and little parental participation, supporting variables such as parental support, interesting learning activities, and student enthusiasm in English play an important role in increasing motivation. According to the data, motivation accounts for most of the qualitative variation in student achievement. Therefore, teachers, parents and students must work together to increase motivation in order to obtain the best learning results.

REFERENCES

- [1] Akram, Akram, Nur Arikah, Resky Aiman Ananda Pratiwi, and St. Nur Halisa Hasbi. 2023. "MOTIVASI BELAJAR SISWA PADA MATA PELAJARAN BAHASA INGGRIS DENGAN METODE CAR (Classroom Action Research) KELAS XI SEKOLAH MENENGAH KEJURUAN SWASTA MUHAMMADIYAH BUNGORO." *Guru Pencerah Semesta* 1(2): 151–55.
- [2] Astuti, Haryati. 2019. "Pengaruh Penggunaan Gadget Dengan Prestasi Belajar Pada Siswa/Siswi Sman 2 Tembilahan." *Selodang Mayang: Jurnal Ilmiah Badan Perencanaan Pembangunan Daerah Kabupaten Indragiri Hilir* 5(3): 157.
- [3] Chintya Winda Natalia Butar Butar, Cindy Yolanda, and Uswatun Hasanah. 2024. "Eksplorasi Pentingnya Keterampilan Berbicara Bahasa Inggris Dalam Konteks Bisnis Global: Implikasi Bagi Kesuksesan Mahasiswa Dan Pertumbuhan Bisnis." *Jakadara: Jurnal Ekonomika, Bisnis, Dan Humaniora* 3(1): 243–54. <https://jurnal.undhirabali.ac.id/index.php/jakadara/article/view/2966>.
- [4] Guntoro, Herlan et al. 2022. "Analisa Hubungan Kebersihan Cargo Bilges Dengan Cargo Hold Dalam Mendukung Kelancaran Proses Bongkar Muat." *Journal Marine Inside* 1(2): 1–32.
- [5] Harnita, Ayu, Makmur Kambolong, and Muh Yusuf. 2016. "Pengaruh Kualitas Pelayanan Terhadap Kepuasan Pelanggan Pada Hotel Horison Kendari." *Business UHO: Jurnal Administrasi Bisnis* 1(2): 302.
- [6] Hidayat, Syarif, and Wika Soviana Devi. 2024. "Meninjau Fenomena Kurang Minat Bahasa Inggris Di Sekolah :": 2354–60.
- [7] li, B A B, and Kajian Teoritis. 2020. "BAB II SM NAIA LAILA Portалуqб.Ac.Id." : 11–40.
- [8] Maritsa, Ana et al. 2021. "Pengaruh Teknologi Dalam Dunia Pendidikan." *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan* 18(2): 91–100.
- [9] Muhazir, A, A Z Syah, Y Siagian, and ... 2021. "Motivasi Penerapan E-Commerce Dalam Membangun Minat Berwirausaha Siswa Di SMK Negeri 6 Tanjung Balai." *Journal of Social ...* 1(3): 70–77. <https://ejurnal.seminar-id.com/index.php/jrespro/article/view/708>.
- [10] Naini, Alfiah Nur. 2019. "Hubungan Gaya Belajar Dan Motivasi Belajar Terhadap Prestasi Belajar Matematika Siswa Kelas V SDN Gugus Cakra Kecamatan Ngaliyan Kota Semarang." *Skripsi Jurusan Pendidikan Guru Sekolah Dasar Fakultas Ilmu Pendidikan Univeristas Negeri Semarang*: 1–179.
- [11] Nasution, Sarah. 2018. "Peranan Bahasa Inggris Sebagai Tolok Ukur Pesatnya Perekonomian Di Indonesia." *Jurnal Bisnis Net*: 2621–3982.
- [12] Prameswara, Adrian Yanuar, and Intansakti Pius X. 2023. "Upaya Meningkatkan Keaktifan Dan Hasil Belajar Siswa Kelas 4 SDK Wignya Mandala Melalui Pembelajaran Kooperatif." *SAPA - Jurnal Kateketik dan Pastoral* 8(1): 1–9.
- [13] Saraswanti Andi, Iskandar, and Muhlis. 2021. "Meningkatkan Motivasi Siswa Dalam Belajar Bahasa Inggris Melalui Game Kelas VIII MTSS Badan Amal Ujung Loe Bulukumba Sulawesi Selatan." *Jurnal Pemikiran dan Pengembangan Pembelajaran* 3(3): 18–27.
- [14] Science, Global, and Economy Outlook. 2020. "何霄嘉 1, 郑大玮 2, 许吟隆 3 (1." 32(2): 58–65.
- [15] Siringoringo, Ryan Gabriel, and Muhamad Yanuar Alfaridzi. 2024. "Pengaruh Integrasi Teknologi Pembelajaran Terhadap Efektivitas Dan Transformasi Paradigma Pendidikan Era Digital." *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa* 2(3): 66–76. <https://doi.org/10.61132/yudistira.v2i3.854>.
- [15] Yogi Fernando, Popi Andriani, and Hidayani Syam. 2024. "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa." *ALFIHRIS: Jurnal Inspirasi Pendidikan* 2(3): 61–68.