

**EXPLORING THE RELATIONSHIP BETWEEN ENGLISH
DEPARTMENT STUDENTS' TYPES OF MOTIVATION AND
THEIR LEARNING ACHIEVEMENT**



Silvester Jannis Nimanuho

81200095

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

2024

**EXPLORING THE RELATIONSHIP BETWEEN ENGLISH DEPARTMENT STUDENTS' TYPES OF
MOTIVATION AND THEIR LEARNING ACHIEVEMENT**

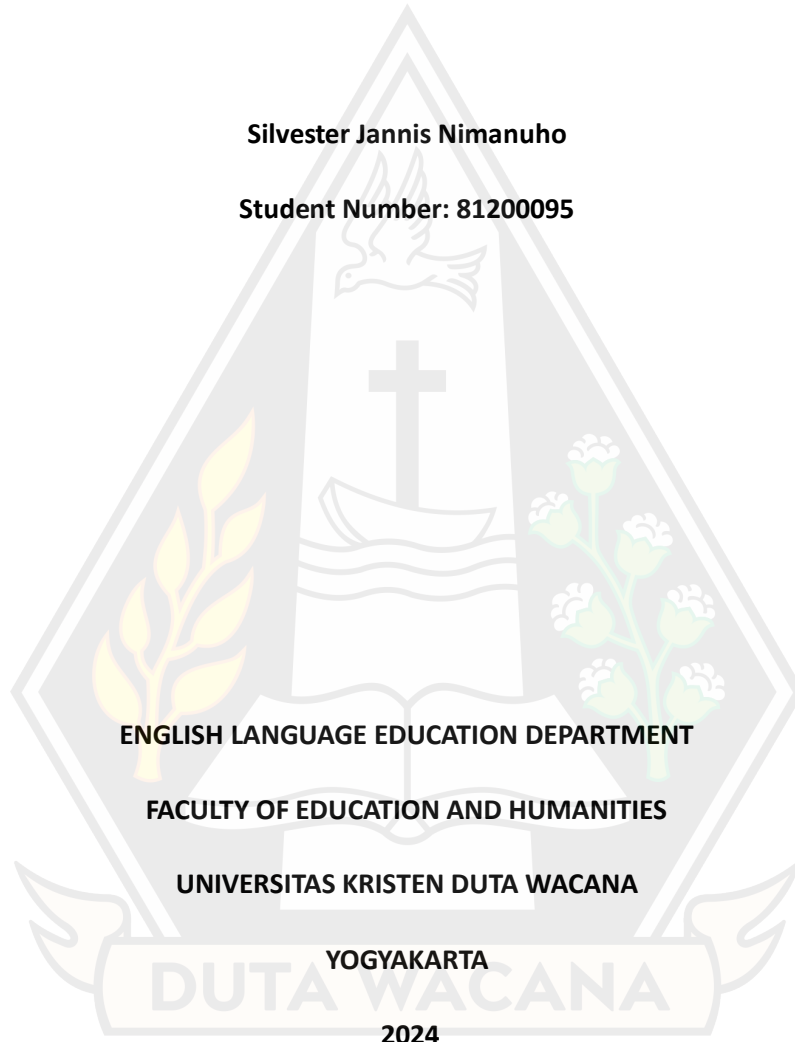
SKRIPSI

Presented as partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

in English Language Education Department

Silvester Jannis Nimanuho

Student Number: 81200095



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Nama : Silvester Jannis Nimanuho
NIM/NIP/NIDN : 81200095
Program Studi : Pendidikan Bahasa Inggris
Judul Karya Ilmiah : EXPLORING THE RELATIONSHIP BETWEEN
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Tanda tangan & nama terang pembimbing
NIDN/NIDK 1796994



Silvester Jannis Nimanuho
Tanda tangan & nama terang pemilik karya/penulis
NIM 81200095

APPROVAL PAGE

The Skripsi written by

Name : Silvester Jannis Nimanuho

NIM : 81200095

Title : EXPLORING THE RELATIONSHIP BETWEEN ENGLISH DEPARTMENT STUDENTS' TYPES
OF MOTIVATION AND THEIR LEARNING ACHIEVEMENT

has been approved for the Skripsi defence.

Yogyakarta, 19 November 2024

Advisor

Ignatius Tr Endarto S.Pd., M.A.

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DEFENCE APPROVAL PAGE

SKRIPSI DEFENCE APPROVAL PAGE

AN ANALYSIS OF INDONESIAN ENGLISH LANGUAGE TEACHER'S STRATEGIES IN IMPLEMENTING DIFFERENTIATED INSTRUCTION

by

Silvester Jannis Nimanuho

Student Number: 81200095

Defended before the, Board of Examiners

on 12 December, 2024

and Declared Acceptable

Chairperson : Lemmuela Alvita Kurniawati, S.Pd., M.Hum.

Examiner I : Ignatius Tri Endarto, S.Pd., M.A.

Examiner II : Adaninggar Septi Subekti, S.Pd., M.Sc.

Yogyakarta, 9 January 2025

The Head of the English Language Education Department



Ignatius Tri Endarto, M.A.

NIDN: 0521039101

STATEMENT OF ORIGINALITY

I honestly declared that the *skripsi* does not contain work from other people's work, except those cited in the citations and references.

Yogyakarta, 19 November 2024

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Silvester Jannis Nimanuho

81200095

DUCTA WACANA

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Nama : Silvester Jannis Nimanuho
NIM : 81200095
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Kependidikan dan Humaniora
Judul karya ilmiah : EXPLORING THE RELATIONSHIP BETWEEN
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Yang menyatakan,



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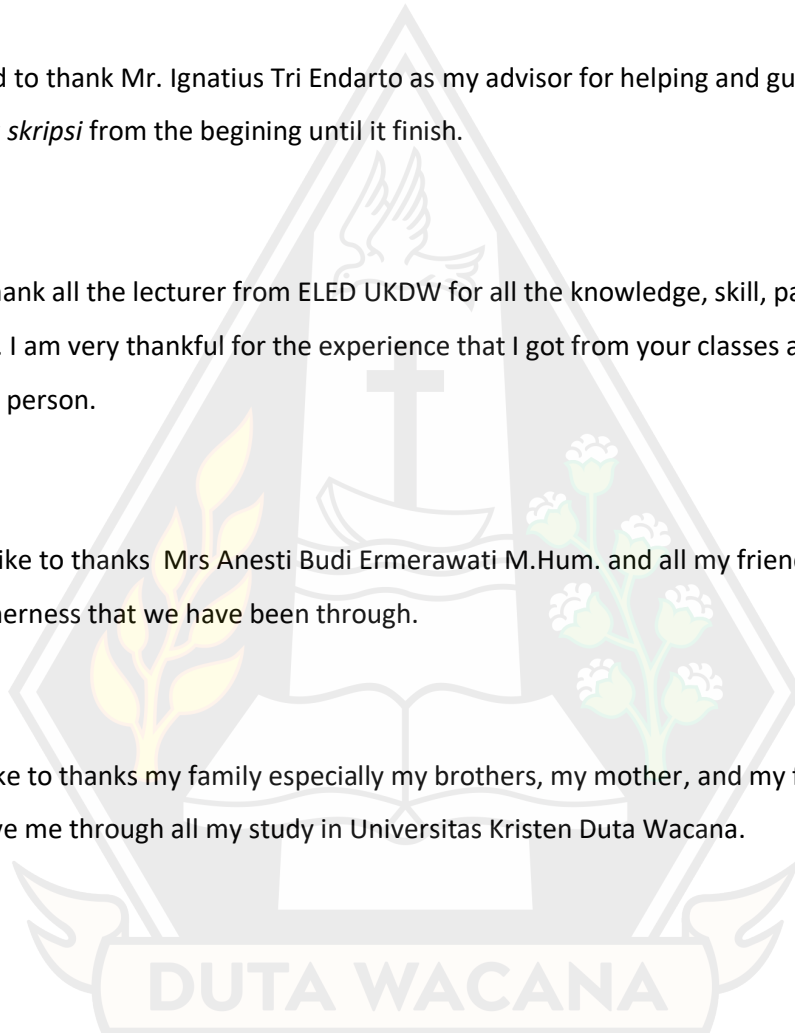


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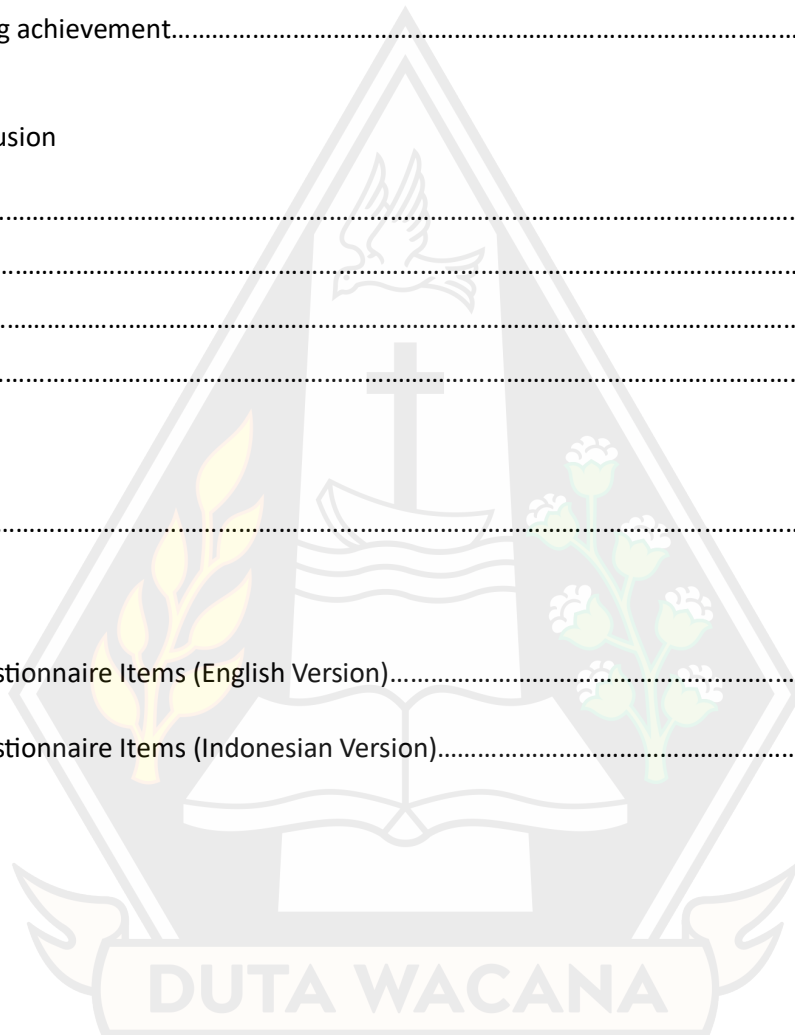
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Abstract

Nimanuho, S.J. (2024). *Exploring the relationship between English Department students' types of motivation and their learning achievement*. (Unpublished Undergraduate Thesis).

Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Motivation is one of the factors in learn the English language and there are several types of motivation like instrumental and integrative motivation. This study aims to find determine English Department students' types of motivation and the relationship between their motivation and their learning achievement. There are 3 research questions in this study, those are what was the student's level of motivation in learning English? Which type of student's motivation was more dominant in learning English? Were there any correlations between the students' types of motivation and their learning? To answer the research questions, this study used a quantitative method through a questionnaire instrument to collect data and SPSS to process the data. The questionnaire is divided into instrumental statements and integrative statements and the learning achievement was students Grade Point Average (GPA). This study involved 52 ELED students in a university in Indonesia as participants. The result of the study for research question 1 was students have an average high level of motivation. The result of the study for research question 2 was students' integrative type of motivation was more dominant. Integrative motivation had a 4.26 mean score which is a very high level and instrumental motivation had a 3.46 mean score. The result of research question 3 shows the correlation is weak and not significant for both instrumental motivation and the integrative motivation. The study limitation may affect the result of the research questions.

Keywords: Instrumental motivation, integrative motivation, learning achievement

Intisari

Nimanuho, S.J. (2024). *Exploring the relationship between English Department students' types of motivation and their learning achievement*. (Unpublished Undergraduate Thesis).

Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Motivasi merupakan salah satu faktor dalam belajar bahasa Inggris dan terdapat beberapa jenis motivasi seperti motivasi instrumental dan integratif. Penelitian ini bertujuan untuk mengetahui jenis motivasi mahasiswa Jurusan Bahasa Inggris dan hubungan antara motivasi dan prestasi belajar mereka. Ada 3 pertanyaan penelitian dalam penelitian ini, yaitu bagaimana tingkat motivasi siswa dalam belajar bahasa Inggris? Jenis motivasi siswa manakah yang lebih dominan dalam belajar bahasa Inggris? Apakah ada korelasi antara jenis motivasi siswa dan pembelajarannya. Untuk menjawab pertanyaan penelitian, penelitian ini menggunakan metode kuantitatif melalui instrumen kuesioner untuk pengumpulan data dan SPSS untuk mengolah data. Angket dibagi menjadi pernyataan instrumental dan pernyataan integratif dan prestasi belajar adalah Indeks Prestasi Kumulatif (IPK) mahasiswa. Penelitian ini menggunakan 52 mahasiswa ELED di sebuah universitas di Indonesia sebagai partisipan. Hasil penelitian pada pertanyaan penelitian 1 adalah siswa memiliki rata-rata tingkat motivasi yang tinggi. Hasil penelitian pada pertanyaan penelitian 2 adalah tipe motivasi integratif siswa lebih dominan. Motivasi integratif memiliki skor rata-rata 4,26 yang sangat tinggi dan motivasi instrumental memiliki skor rata-rata 3,46. Hasil pertanyaan penelitian 3 menunjukkan korelasi yang lemah dan tidak signifikan baik untuk motivasi instrumental maupun motivasi integratif. Keterbatasan penelitian dapat mempengaruhi hasil pertanyaan penelitian.

Kata Kunci: Motivasi instrumental, motivasi integratif, prestasi belajar

CHAPTER I

INTRODUCTION

This chapter consists of four parts. The first part is research background, the second part is research questions, The next part is research objectives, and the last part is research benefits.

A. Research background

Motivation is the perspective of somebody that can decide his or her action toward learning and can be a major factor in a successful learning outcome (Seven, 2020). Motivation also can be considered as a tool, device, or guidance that is used to help learning become more effective (Seven, 2020). There are instrumental categories of motivation and integrative motivation that have a relation with intrinsic and extrinsic motivation (Arjulayana & Srikandi Cut, 2018). There are two types of motivation that can be relevant to learning a foreign language, which are instrumental and integrative motivation (Ghanea et al., 2011). Instrumental motivation can be referred to as motivation to study language knowledge to get a certain career or job. On the other hand, integrative motivation can be referred to as motivation that students use to integrate themselves or join the culture of a certain language group (Wisnuwardhani, 2022).

It is widely known that motivation can have a very crucial role as one of the important things in learning a foreign language (Dang et al., 2021) including learning English. Learning English is very important because it is widely used and it is an international language (Phann et al., 2023). Without motivation, it will be very difficult for learners to study and to study or practice and achieve a good result. Having a desired goal to achieve something is very important for language students and because of that, motivation is very essential for language learning (Radfar & Lengkanawati, 2019). In the study, Radfar and Lengkanawati (2019) also stated that motivation has a very important impact on language learning because it is one of the major factors in the successful learning outcome.

In the Indonesian context, the study conducted by Romrome and Mbato (2023) shows that students' attitude towards learning, especially in this case writing is quite balanced between positive and negative, the study is participated by 32 students majoring in English education from a university in Papua, Indonesia and some of the students show positive attitude and other students show negative attitudes. The study at a university in Bandung

conducted by Radfar and Lengkanawati (2019) also found that students from the English Department had high motivation and they more instrumentally motivated. There is also a study from Saragih and Subekti (2023) that found students' integrative motivation is at a high level. The study by Saragih and Subekti (2024) found that a future career can be associated with a very high level of instrumental motivation. The study by Saragih and Subekti (2024) found that the student's instrumental motivation is generally high level.

English is taught as a foreign language in Indonesia and many of the students who study English do not have high motivation and it affects their learning achievement becoming low Radfar & Lengkanawati (2019). There are several studies from Saragih and Subekti (2023) and Saragih and Subekti (2024), that study the topic and the participants are from non-English Majoring university students. Fitriani (2017), Muslim et al., (2020), and Machsufah (2019) who studies this topic and are involved participants are high school students as participants. Different from those studies, this study uses ELED students specifically and uses students' GPA (Grade Point Average) as achievement. It is very useful to see the importance of motivation because many students only attend class just for attendance if they have low motivation. This study uses the quantitative method in the form of a questionnaire to gain information.

1. Research Questions

There are 3 main questions to be answered in this research:

1. What was the students' level of motivation in learning English?
2. Which type of students' motivation was more dominant in learning English?
3. Were there any correlations between the students' types of motivation and their learning achievement?

2. Research Objectives

The purpose or the aim of this study is to:

1. Find out the English department students' level of motivation in learning English.
2. Find out which type of students' motivation was more dominant in learning English.
3. Find out whether there were any correlations between the students' types of motivation and their learning achievement.

3. Research Benefits

This research hopefully can have the benefit to teachers, students, and other researchers. For teachers, this research can give them information about the relationship between the type of student's motivation and their learning achievement. By knowing some information about student's motivation and learning achievement, teachers will be able to select and modify the method and facility that suit students' motivation. In a similar way to teachers, students also can get information about the type of motivation and they study about that, so they can get more knowledge about it. For other researcher, this research can be used as a reference.



CHAPTER V

CONCLUSION

A. Summary

This study used 52 English Major students from a university in Indonesia and the study used questionnaires as instruments for collecting the data. There were 20 statements in the questionnaire (10 on Instrumental motivation and 10 on Integrative motivation). In this study, students' average level of motivation was high and this study also found a high level of motivation for instrumental motivation and a very high level of integrative motivation. So, in this study, students' integrative motivation was more dominant than students' instrumental motivation. Although the students' integrative motivation was more dominant, their instrumental motivation level was also high. This study also found the correlation between the students' instrumental motivation and learning achievement was weak, positive, and not statistically significant. The result from students' integrative motivation and their learning achievement was weak, negative, and not statistically significant.

B. Limitation

There is a limitation in this research that can have a significant role in the result of this study. This research only used English Language Department students from one university in Indonesia, therefore the participants were limited to 52 and it was not as many as other research or study.

C. Implication

This study give a new perspective on students motivation. The result show ELED students that have a high level motivation do not always have strong correlation with their learning achievement. The result of this study show integrative motivation that at a very high level can have weak correlation and instrumental motivation that at a high level also can have weak correlation. Students can use motivation to learn by finding the topic that relate with their motivation. For example, if students interest in vacation to other place from native speaker, they can use it to learn from videos, vlog, or magazine about vacation. This research also Teacher can found more suitable method or material that are suit with students motivation in learning.

D. Future Study

Based on the findings and limitation from this study, There are several things to considered. First, the future study can use different type of motivation. Second, the future study can use more specific topic for the study achievement like writing or reading. the future study can

involve more participant from several university or non-English majoring students to participate.



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