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The Relationship Between Students' Learning Motivation and English Achievement Among Tenth-Grade Students at Senior High School

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Abstract

The purpose of this study is to investigate whether there is a significant relationship between students' learning motivation and their English achievement. A quantitative method employing a correlational research design was applied, involving 18 Grade 10 students at SMA Muhammadiyah 2 Metro during the 2026/2027 academic year. Data were collected through a learning motivation questionnaire and an English achievement test. The data were analyzed using descriptive statistics, normality and linearity tests, and Pearson Product-Moment Correlation. The findings showed that students' learning motivation scores ranged from 49 to 89, with a mean score of 67.33, while their English achievement scores ranged from 31 to 100, with a mean score of 77.17. The Pearson correlation analysis revealed a positive and significant relationship between learning motivation and English achievement, with a correlation coefficient of 0.710 and a significance value of 0.001. Since the significance value was lower than 0.05, the relationship between the two variables was statistically significant. The result indicates that students with higher levels of learning motivation tended to obtain higher English achievement scores. Therefore, learning motivation was significantly associated with English achievement among the Grade 10 students involved in this study.

1. Introduction

Learning English as a foreign language (EFL) involves more than acquiring linguistic knowledge because students need to engage actively and consistently in the learning process to develop their language abilities. In the classroom, students may demonstrate different levels of effort, persistence, interest, and willingness to participate in English learning activities.

These differences are important because successful language learning requires learners to maintain their engagement over time. Motivation is therefore considered an important aspect of second and foreign language learning, particularly because it is

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related to learners' willingness to invest effort and persist in learning activities (Gardner, 1985; Dörnyei & Ryan, 2015). Previous research has also demonstrated that motivational factors are associated with language learning and achievement, although the strength of these relationships may vary across learners and learning contexts (Masgoret & Gardner, 2003; Alamer et al., 2025).

Learning motivation refers to the psychological factors that encourage students to initiate, direct, and sustain their learning activities. In English language learning, motivation can be reflected through students' interest in learning English, their willingness to make an effort, their persistence when facing difficulties, and the goals they associate with learning the language.

Motivation may involve different orientations, including intrinsic reasons, such as personal interest and enjoyment, as well as extrinsic or instrumental reasons, such as obtaining rewards, achieving academic goals, or preparing for future opportunities. Gardner's socio-educational perspective has long emphasized the role of motivation in second language learning, while more recent research based on Self-Determination Theory has examined how different forms of motivation are related to language learning outcomes (Gardner, 1985; Alamer et al., 2025). In this context, English achievement can be understood through students' measurable performance in English learning, such as their scores on English tests or other forms of academic assessment.

The conceptual framework of this study draws on two complementary perspectives on language learning motivation. Self-Determination Theory (SDT) distinguishes intrinsic and extrinsic motivation based on the reasons underlying students' engagement in learning. Intrinsic motivation refers to engaging in learning because the activity is interesting or enjoyable, whereas extrinsic motivation refers to engaging in learning because of outcomes or reasons external to the activity itself (Ryan & Deci, 2000). In language learning, Gardner's framework emphasizes learners' orientations toward the purpose of learning a language, particularly integrative and instrumental orientations. Integrative motivation is associated with an interest in interacting with or developing a relationship with the target-language community, while instrumental motivation refers to practical or utilitarian purposes for learning the language (Gardner, 1985).

In this study, the four dimensions are treated as conceptually distinguishable but potentially overlapping aspects of English learning motivation. Intrinsic and extrinsic motivation describe the nature of the reasons underlying students' engagement, while instrumental and integrative motivation describe the purposes or orientations associated with learning English. Thus, the dimensions are not considered mutually exclusive. A student may, for example, enjoy learning English while also recognizing its usefulness for future education or employment.

The questionnaire items were classified according to their primary meaning. Items referring to enjoyment, interest, or personal satisfaction were categorized as intrinsic motivation; items referring to grades, rewards, expectations, or external outcomes were categorized as extrinsic motivation; items referring to educational, occupational, or other practical benefits were categorized as instrumental motivation; and items referring to communication, social interaction, or interest in English-speaking people and cultures were categorized as integrative motivation. After the validity analysis, the retained items from these dimensions were combined to form one overall learning-motivation score. This operationalization was used because the present study examines the relationship

between students' overall English learning motivation and their English achievement rather than testing the relationship between each motivational dimension and achievement separately.

Although motivation is widely recognized as an important factor in language learning, students with high motivation do not necessarily obtain the same level of English achievement. Academic performance may be influenced by several factors, including learning strategies, language proficiency, teaching practices, classroom environment, self-confidence, and opportunities to use English. Thus, motivation should not automatically be interpreted as the sole determinant of students' achievement. Research in EFL contexts has shown that the relationship between motivation and English achievement can differ in strength depending on the participants and learning environment. For example, a study of EFL learners at SMAN 1 Ranah Pesisir found a weak positive relationship between students' learning motivation and English learning achievement, with a correlation coefficient of 0.397 (Husnah & Trisno, 2023). This finding suggests that motivation may be related to English achievement without necessarily showing a strong relationship in every educational context.

Several previous studies have examined the relationship between students' motivation and their achievement in English learning. Putri et al. (2022), for example, investigated students at Madrasah Aliyah Khairul Ummah and reported a positive and significant relationship between motivation and English learning achievement. Similarly, Husnah and Trisno (2023) examined Phase E students at SMAN 1 Ranah Pesisir and found a weak positive correlation between learning motivation and English achievement.

Other research has also demonstrated that motivational factors can be associated with language learning outcomes. Syarifah et al. (2024), for instance, examined the role of motivation and aptitude in Indonesian EFL students' English learning achievement, indicating that motivational factors should be considered alongside other learner-related characteristics. At a broader level, a meta-analysis by Alamer et al. (2025) also examined relationships between different types of motivation and second-language achievement, showing the continued importance of motivation as a factor in understanding language learning outcomes.

Despite the considerable number of studies investigating motivation and English achievement, the findings do not always show the same pattern or strength of relationship. Some studies have reported strong and significant relationships, whereas others have identified weaker relationships, suggesting that the connection between motivation and achievement may be context-dependent (Putri et al., 2022; Husnah & Trisno, 2023). In addition, previous studies have been conducted across different educational levels, institutions, populations, and assessment contexts.

These differences indicate the need for further investigation in specific EFL classroom settings rather than assuming that findings from one population can be directly generalized to another. Therefore, examining students' learning motivation together with their English achievement in a particular educational context can provide additional empirical evidence concerning whether and to what extent the two variables are related.

Based on the discussion above, the present study focuses on the relationship between students' learning motivation and their English achievement. The study employs a quantitative correlational approach to examine whether differences in students' learning motivation are associated with differences in their English achievement. Rather

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than examining the effect of a particular teaching strategy or intervention, this study seeks to describe the relationship between the two naturally occurring variables. Accordingly, the research question is: "Is there a significant relationship between students' learning motivation and their English achievement?" By addressing this question, the study aims to provide empirical evidence regarding the relationship between motivational characteristics and English learning performance among students in an EFL context.

The novelty of this study lies in its examination of the relationship between students' learning motivation and English achievement within a specific school and local educational context, namely Grade 10 students at SMA Muhammadiyah 2 Metro, Lampung. Although previous studies have established that learning motivation may be associated with English learning outcomes, these studies have been conducted in different educational contexts and with different student populations (Husnah & Trisno, 2023; Alamer et al., 2025). Therefore, findings from previous studies do not directly explain how learning motivation is related to English achievement among Grade 10 students at SMA Muhammadiyah 2 Metro.

The research gap addressed in this study is the limited empirical evidence concerning the relationship between learning motivation and English achievement in the specific context of SMA Muhammadiyah 2 Metro, particularly among Grade 10 students learning English as a foreign language (EFL). Rather than simply replicating previous studies, this research re-examines the relationship between the two variables in a different educational setting to determine whether the relationship identified in previous research can also be observed in this particular school context. This contextual examination is important because the relationship between learning motivation and academic achievement may vary across students and educational environments.

Accordingly, the main contribution of this study is to provide context-specific empirical evidence regarding the relationship between learning motivation and English achievement among Grade 10 students at SMA Muhammadiyah 2 Metro. By using a structured learning motivation questionnaire and an English achievement test, this study provides quantitative evidence concerning the relationship between the two variables. Thus, this study extends the existing body of research by adding empirical evidence from a specific school and geographical context that has received limited attention in previous research.

2. Method

This study employed a quantitative approach with a correlational research design. The correlational design was used to examine the relationship between students' learning motivation and their English achievement. This design was considered appropriate because the study did not involve any treatment or manipulation of variables. Instead, it focused on measuring the two variables and determining whether a statistically significant relationship existed between them. The independent variable in this study was students' learning motivation, while the dependent variable was students' English achievement.

The research was conducted at SMA Muhammadiyah 2 Metro, Indonesia, during the 2026/2027 academic year. The participants of this study were 18 students from Grade 10 (Class X). The participants were selected from one class and were actively involved in the English learning process during the data collection period. The selection of the

participants was based on the accessibility of the class and its relevance to the objectives of the study**.** Therefore, the study employed convenience sampling, in which the participants were selected based on their accessibility and availability to the researcher.

Before data collection, permission to conduct the study was obtained from the school. The students were informed about the purpose of the study, the procedures involved, and the use of the data for research purposes. Participation was voluntary, and students were allowed to decline participation without academic consequences. The students' responses were treated confidentially and were used only for research purposes. No students' names were reported in the research findings, and the data were presented in aggregate form. Participation or non-participation in the study did not affect the students' academic grades.

Two instruments were used to collect the data: a learning motivation questionnaire and an English achievement test. The learning motivation questionnaire was used to measure students' motivation in learning English, while the achievement test was used to measure students' English achievement. The learning motivation questionnaire consisted of statements related to students' motivation in learning English. The questionnaire was developed based on motivational aspects discussed in previous studies and consisted of four dimensions: intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation.

Although the questionnaire covered these four dimensions, they were not analyzed separately in this study. Instead, the valid items from the four dimensions were combined to produce one overall learning motivation score. This approach was consistent with the focus of the study, which examined the relationship between students' overall learning motivation and their English achievement. The questionnaire employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Before the main analysis, the questionnaire and the achievement test were subjected to item analysis and reliability testing. Item analysis and reliability estimation involved the same 18 students who participated in the main study, due to the limited number of students available at the research site. From the 30 items initially prepared, 18 items were retained for the final data analysis (see below).

The validity of the questionnaire was assessed at the item level using the corrected item-total correlation. This statistic was used to examine the correlation between each item and the total questionnaire score while excluding the score of the item being examined from the total score. Items were evaluated using a predetermined retention threshold of ≥ .30. Based on the item analysis and the final item selection, 18 items were retained, namely items 1, 3, 4, 9, 13, 14, 15, 16, 18, 19, 21, 23, 24, 25, 26, 28, 29, and 30. The retained items represented the motivational dimensions included in the questionnaire.

The reliability of the retained items was then examined using Cronbach's alpha. However, both item selection and reliability estimation were conducted using the same 18 student responses. Therefore, these results indicate the performance and internal consistency of the questionnaire within the present sample rather than independent validation of the instrument. Using the same cases for item selection and reliability estimation may also produce relatively optimistic estimates. Further testing with a larger and independent sample would be needed to examine the stability and generalizability of the instrument.

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The second instrument was an English achievement test consisting of multiple-choice questions. The test covered materials that had been learned by the students, including narrative texts, descriptive texts, synonyms, antonyms, and vocabulary in context. The questions measured several aspects of English achievement, such as identifying the main idea, finding specific information, determining references, understanding vocabulary, making inferences, identifying text structure, and determining the purpose of a text. The test initially consisted of 50 items. Item analysis and reliability estimation for the achievement test also involved the same 18 Grade 10 students who participated in the study**.** After the item analysis, 29 of the 50 items were retained for the final measurement of students' English achievement. The scoring procedure and the reliability results are reported below.

The achievement test initially consisted of 50 multiple-choice items. After conducting item validity analysis, 29 items were retained and used for the final achievement score calculation, while the remaining items were excluded. Items that met the retention criterion were kept, and the remaining items were removed from the final analysis. The retained items represented the assessed indicators, including reading comprehension of narrative and descriptive texts, vocabulary, synonym, antonym, and meaning in context. The final achievement scores were recalculated based on the 29 retained items using the formula: (the number of correct answers divided by 29) × 100. The scores were converted into a 0–100 scale, with scores ranging from 0 to 100, and the final scores were rounded to two decimal places. This scoring procedure was applied consistently throughout the Methods, results tables, and abstract.

The data were collected through the administration of the learning motivation questionnaire and the English achievement test. The questionnaire was distributed to the students to obtain information about their motivation in learning English. The students were asked to respond to each statement based on their actual experiences and perceptions of learning English.

After completing the questionnaire, the students completed the English achievement test. The test was administered based on the English materials that had been taught to the students. The students answered the questions individually, and their responses were collected for further analysis. The questionnaire scores represented the students' learning motivation, while the achievement test scores represented their English achievement.

The collected data were analyzed quantitatively using Statistical Package for the Social Sciences (SPSS). Several statistical procedures were conducted before testing the research hypothesis. First, descriptive statistics were used to identify the mean, standard deviation, minimum score, and maximum score of both students' learning motivation and English achievement.

Second, prerequisite tests were conducted to determine whether the data met the assumptions required for correlation analysis. A normality test was conducted to examine the distribution of the data. A linearity test was also performed to determine whether there was a linear relationship between students' learning motivation and English achievement.

After the prerequisite tests were completed, Pearson Product-Moment Correlation was employed to determine the relationship between students' learning motivation and their English achievement. The significance level was set at 0.05. The null hypothesis was

rejected if the significance value was less than 0.05, indicating a statistically significant relationship between the two variables. Conversely, if the significance value was greater than 0.05, the null hypothesis was not rejected. The Pearson correlation coefficient was also examined to determine the direction and strength of the relationship between students' learning motivation and English achievement.

There were no missing values on either variable (valid N = 18, Table 3), so no missing-data procedure was needed. All significance tests were two-tailed with $\alpha = .05$, and the analyses were run in SPSS 25. Because the Shapiro–Wilk and Kolmogorov–Smirnov tests have limited power with 18 participants, nonsignificant results were not treated as proof that the assumptions hold. Each student contributed one motivation score and one achievement score, and the achievement test was answered individually; however, all participants came from a single class, so shared classroom influences may reduce the independence of observations, which is acknowledged as a limitation.

3. Result

This section presents the findings of the study concerning the relationship between students' learning motivation and their English achievement. The results were obtained from the learning motivation questionnaire and the English achievement test administered to 18 students. The learning motivation questionnaire was initially composed of 30 items covering four dimensions of motivation: intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation. After the validity analysis, 18 items were identified as valid.

Meanwhile, the English achievement test initially consisted of 50 multiple-choice items covering narrative texts, descriptive texts, synonyms, antonyms, and vocabulary in context. Following the item validity analysis, 29 items were identified as valid and used in the analysis. The analysis included the results of the reliability test, descriptive statistics, normality test, linearity test, and Pearson Product-Moment correlation analysis. These analyses were conducted to determine whether the data met the requirements for correlation analysis and to answer the research question concerning the relationship between students' learning motivation and their English achievement.

Reliability Test

The reliability test was conducted to determine the internal consistency of the learning motivation questionnaire before the data were analyzed further. The analysis was performed using Cronbach's Alpha in SPSS.

Table 1. Reliability Test of the Motivation Questionnaire

Cronbach's α	N of items
.903	18

Note. Reliability of the 18 retained motivation items (item analysis and reliability based on the same 18 students).

As Table 1 shows, the reliability test of the learning motivation questionnaire was conducted using Cronbach's Alpha to determine the internal consistency of the items. The questionnaire consisted of 18 retained items, and the reliability analysis was conducted using these 18 items only. The questionnaire obtained a Cronbach's Alpha value of 0.903, indicating a high level of internal consistency among the items. This result suggests that

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the 18 items consistently measured the learning motivation construct intended in this study. Therefore, the learning motivation questionnaire was considered reliable for use in the subsequent data analysis. The reliability result also indicates that the responses to the 18 retained items could be used to represent students' overall learning motivation in examining its relationship with their English achievement.

Table 2. Reliability Statistics of the English Achievement Test

Cronbach's α	N of items
.931	29

Note. Reliability of the 29 retained achievement-test items (item analysis and reliability based on the same 18 students).

As Table 2 shows, the reliability test of the English achievement test was conducted using Cronbach's Alpha to determine the internal consistency of the test items. The English achievement test consisted of 29 retained items, and the reliability analysis included only these 29 item responses without including any aggregate or total-score variable. The test obtained a Cronbach's Alpha value of 0.931, indicating a high level of internal consistency among the items. This result suggests that the 29 retained items consistently measured the English achievement construct intended in this study. Therefore, the English achievement test was considered reliable for use in the subsequent data analysis. The scores obtained from the 29 retained items were used to represent students' English achievement in examining its relationship with their learning motivation.

Descriptive Statistics

Descriptive statistics were conducted to provide an overview of the students' learning motivation and English achievement scores. As presented in Table 3, the analysis involved 18 students. The descriptive statistics included the minimum score, maximum score, mean, and standard deviation for both variables.

Table 3. Descriptive Statistics of Learning Motivation and English Achievement

Variable	N	Min	Max	M	SD
Learning motivation	18	49.00	89.00	67.33	12.65
English achievement	18	31.00	100.00	77.17	24.50

Note. Valid N (listwise) = 18. M = mean; SD = standard deviation.

As Table 3 shows, the learning motivation scores ranged from 49 to 89, with a mean score of 67.33 and a standard deviation of 12.65. This indicates that the students' learning motivation scores varied within the observed group, with the average score being 67.33. Meanwhile, the English achievement scores ranged from 31 to 100, with a mean score of 77.17 and a standard deviation of 24.50. The wider range and larger standard deviation indicate that the students' English achievement scores showed greater variation compared with their learning motivation scores. Overall, the descriptive statistics provide an initial overview of the distribution of the two variables before the prerequisite and correlation analyses were conducted.

Normality Test

The normality test was conducted to determine whether the data obtained from the learning motivation questionnaire and English achievement test were normally distributed. Since the study involved 18 participants, the Shapiro-Wilk test was used as the primary basis for interpreting the normality of the data. The results of the normality test are presented in Table 4.

Table 4. Tests of Normality

Variable	K–S statistic	df	p	S–W statistic	df	p
Learning motivation	.113	18	.200*	.949	18	.408
English achievement	.165	18	.200*	.905	18	.071

Note. K–S = Kolmogorov–Smirnov (Lilliefors significance correction); S–W = Shapiro–Wilk. *Lower bound of the true significance.

As Table 4 shows, the Shapiro-Wilk significance value for Motivation was 0.408, while the significance value for Achievement was 0.071. Both values were higher than the significance level of 0.05. Therefore, the null hypothesis of the normality test was not rejected, indicating no evidence of departure from normality for either learning motivation or English achievement.

The Kolmogorov-Smirnov test also produced significance values of 0.200 for both variables. These results were also greater than 0.05 and therefore were consistent with this finding. However, because the number of participants was 18, the Shapiro-Wilk results were used as the main reference for determining the normality of the data. Based on these results, the normality assumption was considered tenable, although tests based on 18 observations have limited power.

Linearity Test

The linearity test was performed to determine whether the relationship between students' learning motivation and English achievement followed a linear pattern. This analysis was conducted before the Pearson Product-Moment correlation analysis because Pearson correlation examines the strength of a linear relationship between two variables. The results of the linearity test are presented in Table 5

Table 5. ANOVA Test of Linearity

Source	SS	df	MS	F	p
Between groups (combined)	8,431.000	14	602.214	1.021	.570
Linearity	756.512	1	756.512	1.283	.340
Deviation from linearity	7,674.488	13	590.345	1.001	.576
Within groups	1,769.500	3	589.833		
Total	10,200.500	17			

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Note. Dependent variable: English achievement; independent variable: learning motivation. SS = sum of squares; MS = mean square. Values transcribed from the SPSS output and pending verification against the original data (see comment R1-08).

As Table 5 shows, the Deviation from Linearity value is the main result used to determine whether the relationship between the two variables significantly deviates from a linear pattern. In this study, the significance value of 0.576 was greater than the predetermined significance level of 0.05. This means that there was no statistically significant deviation from linearity between students' learning motivation and English achievement. Therefore, the relationship between the two variables could be considered linear.

The result of the Linearity component (p = 0.340) was not significant. A nonsignificant linear component would not ordinarily accompany a significant linear correlation, so this result is not consistent with the Pearson correlation reported in Table 6. The results indicate that the relationship between students' learning motivation and English achievement did not show a significant nonlinear pattern. Therefore, the deviation-from-linearity test gave no evidence against the linearity assumption required for the subsequent Pearson Product-Moment correlation analysis. Based on this result, the relationship between learning motivation and English achievement could be further examined using Pearson correlation

Pearson Product-Moment Correlation

After the normality and linearity checks gave no evidence of violation, a Pearson Product-Moment Correlation analysis was performed to determine the relationship between students' learning motivation and their English achievement. The results of the correlation analysis are presented in Table 6.

Table 6. Correlation between Learning Motivation and English Achievement

Variables	r	p (two-tailed)	N
Learning motivation – English achievement	.710	.001	18

Note. Pearson product-moment correlation, significant at the .01 level (two-tailed).

As presented in Table 6, the Pearson correlation analysis resulted in a correlation coefficient of r = 0.710 with a significance value of p = 0.001 based on 18 participants. The positive correlation coefficient indicates that learning motivation and English achievement were positively related. In other words, students with higher levels of learning motivation tended to have higher English achievement scores.

Therefore, the findings indicate that there was a significant positive relationship between students' learning motivation and their English achievement. The correlation coefficient of 0.710 indicates a relatively strong positive relationship between the two variables. The coefficient of determination (r^2 = 0.50) indicates that learning motivation shared approximately 50% of its variance with English achievement. However, this result represents an association between learning motivation and English achievement and does not indicate a causal relationship.

4. Discussion

The findings of this study indicate that students' learning motivation was significantly and positively related to their English achievement. The Pearson Product-Moment correlation analysis produced a correlation coefficient of r = 0.710 with a significance value of p = 0.001. Since the significance value was lower than 0.05, the relationship between the two variables was statistically significant. The positive correlation indicates that students who reported higher levels of learning motivation tended to obtain higher English achievement scores. This finding provides empirical evidence that students' motivational conditions are associated with their performance in English learning.

The finding is consistent with Hasanzadeh et al. (2024), who investigated the relationships among teacher concern, students' motivation, anxiety, and foreign language achievement. Their study reported a positive correlation between students' motivation and language achievement. The researchers also found that teacher concern was positively associated with students' motivation and foreign language achievement. These findings suggest that students' motivational conditions may be related to their language learning outcomes. In the present study, the positive relationship between motivation and achievement similarly indicates that students with stronger motivation tended to demonstrate better English achievement.

The present finding is also supported by Awalia (2024), who examined the relationship between learning motivation and English learning outcomes among EFL students at a university in Indonesia. The study identified intrinsic and extrinsic motivation as important motivational factors related to students' academic performance. Interestingly, extrinsic motivation showed a stronger correlation with academic achievement than intrinsic motivation in that study. This finding suggests that different forms of motivation may have different relationships with English learning outcomes. In comparison, the present study examined students' overall learning motivation, resulting in a significant positive correlation with English achievement.

A similar pattern was reported by Saptarina et al. (2025), who examined the relationship between learning motivation and English competence among primary school students in Indonesia. Using a quantitative correlational design, their study found a very strong and statistically significant positive correlation between learning motivation and English competence. Although the participants and learning context differed from those in the present study, both studies demonstrate a positive association between students' motivation and English-related achievement. This similarity indicates that the relationship between motivation and English performance can be observed across different educational levels and learning contexts.

However, the relationship between motivation and English achievement is not necessarily consistent across all contexts. For example, Ghifari et al. (2026) investigated the relationship between learning motivation and English achievement among university students and found a low positive relationship that was not statistically significant (ρ = 0.229, p = 0.330). This difference suggests that motivation alone may not always show a significant relationship with English achievement. Differences in participants, learning environments, educational levels, measurement instruments, and other factors may contribute to variations in the observed relationship.

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Therefore, the significant correlation found in the present study should be interpreted within the specific context of the Grade 10 students at SMA Muhammadiyah 2 Metro.

The findings can also be understood in relation to other factors that may be associated with English achievement. Shang and Ma (2024), for example, examined learning motivation together with classroom anxiety and self-efficacy among Chinese college students. Their study highlights the interconnected roles of motivational and psychological factors in explaining English achievement. This indicates that students' achievement may be associated with several factors rather than motivation alone. In the present study, the significant correlation between motivation and achievement therefore does not imply that motivation is the only factor related to students' English performance.

Overall, the findings of this study demonstrate a significant positive relationship between students' learning motivation and their English achievement. The result is supported by several recent studies that have also identified positive associations between motivation and language learning outcomes, although the strength and significance of these relationships vary across contexts. The present study contributes additional evidence from Grade 10 students at SMA Muhammadiyah 2 Metro. Since the study employed a correlational design and involved only 18 participants, the finding should be interpreted as evidence of an association between the two variables rather than a causal effect of motivation on English achievement.

5. Conclusion

This study investigated the relationship between students' learning motivation and their English achievement among Grade 10 students at SMA Muhammadiyah 2 Metro. The statistical analysis showed a positive and significant relationship between the two variables, as indicated by the Pearson correlation coefficient of 0.710 and a significance value of 0.001. This result indicates that students' learning motivation was significantly associated with their English achievement.

The finding suggests that learning motivation is an important factor to consider in the English learning process. Students who demonstrated higher motivation tended to obtain higher achievement scores. Although the study does not establish a causal relationship, the result provides evidence of a meaningful association between motivation and English achievement in the context examined.

Based on these findings, English teachers may consider incorporating learning activities that encourage students' interest, participation, confidence, and active involvement. Nevertheless, the study was limited by the small number of participants and the use of one class from a single school. In addition, item selection and reliability estimation used the same 18 students, so the instrument properties reported here are sample-specific and not independently validated. Future studies are therefore encouraged to involve larger and more diverse samples and consider other factors that may be related to students' English achievement.

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