

## THE EFFECT OF LEARNING MOTIVATION THROUGH STUDENTS' READING ABILITY ON ENGLISH LEARNING ACHIEVEMENTS

Oleh

Ida Maulida

English Education Study Program, Universitas Subang, Subang

E-mail: [idamaulida@unsub.ac.id](mailto:idamaulida@unsub.ac.id)

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**Abstract:** This study aimed to examine the effect of learning motivation and students' reading ability on English learning achievements. The research employed a survey method with correlational and regression analysis to investigate the relationship among the variables. The participants were second semester students of the English Education Study Program at Universitas Subang. Data collected through classroom observations, interviews, and students' tests. The findings revealed that learning motivation and reading ability simultaneously had a significant effect on students' English learning achievements ( $F = 55.024$ ,  $\text{Sig.} = 0.000$ ). The regression model showed a strong relationship ( $R = 0.812$ ) and explained 65.9% of the variance in English achievement ( $R^2 = 0.659$ ). Partially, learning motivation ( $\beta = 0.378$ ,  $t = 5.161$ ,  $\text{Sig.} = 0.000$ ) contributed more strongly ( $\text{Beta} = 0.520$ ) compared to reading ability ( $\beta = 0.307$ ,  $t = 3.697$ ,  $\text{Sig.} = 0.000$ ;  $\text{Beta} = 0.373$ ). These results indicate that students with higher learning motivation and better reading ability tended to achieve better outcomes in English learning. The study concludes that learning motivation plays a more dominant role than reading ability in improving English learning achievements. It suggests that teachers should foster students' motivation alongside reading strategies to enhance their academic success in English.

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## INTRODUCTION

English has become an international language that plays a vital role in education, global communication, and professional development. In the era of globalization, English proficiency is no longer merely an additional skill but a primary need. However, English learning achievement is often influenced by various factors, including cognitive, affective, and social factors. Two factors that have received significant research attention are learning motivation and reading ability, as both are believed to contribute significantly to students' academic achievement. The perspective of classical motivation theory, Gardner & Lambert (1972) proposed that there are two main types of motivation in language learning: integrative motivation, related to the desire to interact with native speakers, and instrumental motivation, oriented toward practical achievements, such as graduation or employment. This motivation is the primary driver for students in facing the challenges of

learning English. Dörnyei's (2005) findings reinforce this view, stating that motivation is the most dominant factor, rather than linguistic aptitude, in determining language learning success. Conversely, cognitive theory emphasizes the importance of students' active role in processing information. Piaget (1970) stated that knowledge is constructed through an individual's interaction with their environment, while Schunk et al. (2014) emphasized that intrinsic motivation helps students focus better, enhances memory, and improves learning outcomes. Similarly, Vygotsky's (1978) sociocultural theory places language learning within a social context, where reading skills can develop through interaction and support from teachers and peers within the Zone of Proximal Development (ZPD). Motivation fostered in a social environment has been shown to strengthen reading skills and academic achievement.

Furthermore, Bandura's (1997) concept of self-efficacy provides the understanding that students' beliefs in their abilities influence their motivation, choice of strategies, and persistence in learning. Research by Mills, Pajares, & Herron (2007) shows that self-efficacy has a direct relationship with motivation to learn a foreign language, reading skills, and academic achievement. This aligns with Zimmerman's (2000) findings, which state that self-regulated learning based on motivation and self-efficacy has a positive impact on academic achievement.

Meanwhile, the humanistic theory approach views motivation as a basic human need. Maslow (1943) explained that motivation to learn English can be seen as a student's need for self-actualization. Deci & Ryan (2000), through Self-Determination Theory, added that intrinsic motivation grows when the needs for autonomy, competence, and social connectedness are met. This makes motivation not only academic, but also personal and social.

From a behaviorist perspective, Skinner (1957) emphasized that learning behavior can be shaped through stimulation and reinforcement. Brophy (2010) found that positive reinforcement can increase student participation in language learning. Moreover, Wigfield & Guthrie (1997) stated that reinforcement in reading activities encourages deeper student engagement.

Finally, constructivist theory (Bruner, 1966) emphasizes that learning is an active process in which students construct knowledge through experience and interaction with text. Pressley (2006) demonstrated that constructivist-based reading strategies, such as making predictions, asking questions, and inferring, improve reading comprehension and academic achievement.

Numerous studies support the link between motivation, reading, and achievement. Guthrie & Wigfield (2000) demonstrated that reading motivation improves text comprehension. Baker & Wigfield (1999) found that intrinsically motivated students use more in-depth reading strategies, resulting in higher achievement. Schunk & Pajares (2009) also concluded that the combination of learning motivation and reading skills contributes significantly to academic achievement in various fields, including language.

Therefore, research into the influence of learning motivation and reading skills on English language achievement is crucial. The integration of various theories from classical motivation, cognitive, sociocultural, humanistic, behaviorist, to constructivist provides a comprehensive understanding that success in English learning is influenced by the synergy between internal factors (motivation, self-efficacy), cognitive factors (reading strategies,

information processing), and external factors (social support, reinforcement, and material relevance).

## **THEORETICAL FRAMEWORK**

Motivation is an internal factor that drives a person to act to achieve a specific goal. In language learning, motivation serves as a primary force determining the extent to which students actively engage in the learning process. Huitt (2001) explains that motivation is often defined as a need or drive that drives individuals to take action to achieve a desired outcome. In the context of English language learning, motivation is divided into integrative motivation and instrumental motivation (Gardner & Lambert, 1972). Integrative motivation arises from the desire to interact with the target language community, while instrumental motivation is more oriented toward practical goals, such as achieving high grades or advancing a career. Research by Dörnyei (2005) also confirms that motivation is the most influential factor in successful second language learning, even more dominant than linguistic aptitude.

Reading ability is one of the key skills that underpins English language acquisition. Anderson (2003) states that reading provides essential input in the form of vocabulary, sentence structure, and text comprehension, which can enhance other language skills. According to Grabe & Stoller (2011), reading is not merely a receptive skill but a complex cognitive process involving decoding, understanding, and analyzing information. This makes reading ability a strong predictor of overall English language achievement.

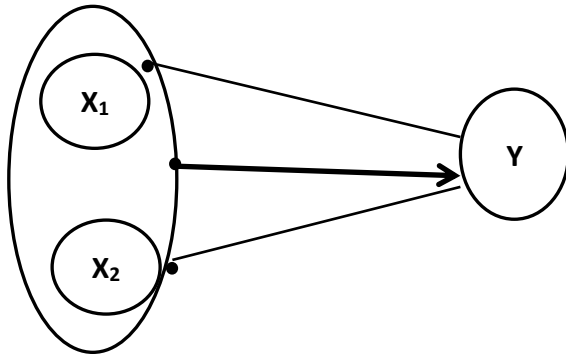
ESP is an English language learning approach oriented towards the specific needs of students. Hutchinson & Waters (1987, 1991) emphasize that ESP is a learning-centered approach, focusing on who the students are, what their needs are, and how language is used in specific contexts. Research by Hans & Hans (2015) shows that ESP makes learning more relevant to students' specific fields, thus fostering intrinsic motivation to learn. Similarly, Falaus (2017) found that one of the biggest challenges in ESP is adapting materials to students' specific needs, yet this is precisely what makes ESP more effective than general language instruction. Furthermore, Maulida et al. (2023) examined student motivation in computer-based ESP classes and found that adapting materials to subject areas significantly improved academic achievement. This finding is supported by Basturkmen & Bocanegra-Valle (2018), who asserted that many ESP teachers must design their own materials because general textbooks do not meet the needs of diverse learning groups.

Based on previous theory and research, it can be concluded that there is a close relationship between motivation, reading ability, and English language learning achievement. Motivation encourages students to read more actively, while reading ability provides broader access to language input, ultimately improving learning achievement. Maulida (2023) demonstrated the significant influence of motivation and reading ability on students' English language achievement. Similar results were also found by Daar (2019), who stated that success in English learning is determined not only by mastery of language structure, but also by students' internal motivation and ability to understand texts relevant to their field of study. Therefore, the theoretical framework of this study is built on the basis of a causal relationship: Learning motivation (X1) → influences student engagement in the learning process. Reading ability (X2) → provides richer language input and academic

understanding. These two factors contribute to English learning achievement (Y).

## RESEARCH METHODS

The method of the research used a survey method with correlational analysis. The correlational analysis used is multiple analyses. Correlational described as follows:



**Picture 1. Constellation of Research Problems**

Information:

X<sub>1</sub> = Learning Motivation

X<sub>2</sub> = Students' Reading

Y = English Learning Achievements

### A. Data Resource

The primary data source in this research consists of a teacher at the school who serves as the key informant, while the supporting informants are second semester students from one of the study programs at the Universitas Subang. Data were obtained through interviews, classroom observations, and student tests.

### B. Techniques of Data Collection

Data is one of the most essential components in research, as it serves as the foundation for drawing answers and finding solutions to the problems investigated. In this study, data collection was conducted through three main techniques: classroom observation, interviews, and students' tests.

#### 1. Classroom Observation

Classroom observation was carried out to understand the students' situation and condition during the learning process. Through direct involvement in daily learning activities, the researcher was able to collect authentic data about the teaching and learning process. This method allowed the researcher to obtain more complete, in-depth, and reliable data regarding students' learning behaviors and interactions.

#### 2. Interview

Interviews were conducted at the end of each cycle to gather students' perspectives on the learning process and materials. The interviews provided insights into students' opinions, experiences, and attitudes, particularly regarding the use of learning motivation in improving their English learning achievements. This method also supported the analysis by capturing students' reflections and evaluations of the instructional practices.

### 3. Students' Test

Students' tests were administered to measure their ability to absorb and apply the learning materials. The tests were aligned with the school's existing assessment items, including daily tests and midterm examinations. The results were used to map students' progress and evaluate the effectiveness of the learning interventions across cycles.

## RESULT AND DISCUSSION

### Result

The table below summarizes biographic information of the participants in this study:

**Table 1 The Result of the Effect of Learning Motivation through Students' Reading Ability on English Learning Achievements**

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812 <sup>a</sup>	.659	.647	7.784

a. Predictors: (Constant), Students' Reading Ability, Learning Motivation

#### ANOVA<sup>b</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6668.004	2	3334.002	55.024	.000 <sup>a</sup>
Residual	3453.729	57	60.592		
Total	10121.733	59			

a. Predictors: (Constant), Students' Reading Ability, Learning Motivation

b. Dependent Variable: English Learning Achievements.

#### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.112	7.725		-.921	.361
	Learning Motivation	.378	.073	.520	5.160	.000
	Students' Reading Ability	.307	.083	.373	3.690	.000

a. Dependent Variable: English Learning Achievements.

### Regression Analysis Results

Based on the result of Model Summary that  $R = 0.812$  indicates a very strong



relationship between Learning Motivation and Students' Reading Ability simultaneously on English Learning Achievements. R Square = 0.659 means 65.9% of the variation in English learning achievement can be explained by students' learning motivation and reading ability. Adjusted R Square = 0.647 This value has been adjusted for the number of predictors and sample size, so the results are quite stable. Std. Error of the Estimate = 7.784 indicates the average prediction error of the model; the smaller the value, the better the model. This regression model is quite strong, as almost two-thirds of the variation in English learning achievement can be explained by students' learning motivation and reading ability.

Based on ANOVA (F Test) that  $F = 55.024$ ,  $\text{Sig.} = 0.000$ , the Sig. value is  $< 0.05$ , the overall regression model is significant. This means that learning motivation and reading ability together have a significant effect on English learning achievement. The score of Coefficients (t-test) that the coefficient table explains the partial effect of each variable: Constant ( $\beta_0 = -7.112$ ,  $p = 0.361$ ). The constant is not significant ( $p > 0.05$ ), so the initial value of the model without predictors is not very important in interpretation.

Learning Motivation ( $\beta_1 = 0.378$ ,  $p = 0.000$ ).

The regression coefficient of 0.378 indicates that every 1-point increase in learning motivation will increase English learning achievement by 0.378 points, assuming reading ability remains constant.

The t-value was 5.161,  $p < 0.05$ , which showed that it was significant. Beta was 0.520, indicating that the relative contribution of learning motivation to achievement was quite large. Students' Reading Ability ( $\beta_2 = 0.307$ ,  $p = 0.000$ ). The regression coefficient of 0.307 indicated that every 1-point increase in reading ability increased English learning achievement by 0.307 points, assuming learning motivation remained constant. The t-value was 3.697,  $p < 0.05$ , which showed that it was significant. Beta = 0.373, the score that the relative contribution of reading ability is also quite large, but smaller than that of learning motivation.

Learning motivation and reading ability simultaneously have a significant effect on English learning achievement. Of the two predictors, learning motivation (Beta = 0.520) makes a greater contribution than reading ability (Beta = 0.373). This model can explain 65.9% of the variation in English learning achievement, while the remainder (34.1%) is influenced by other factors not included in the study (e.g. learning strategies, environment, language anxiety, etc.).

## CONCLUSION

Based on the findings and discussion, the researcher concluded that there is a significant influence of students' learning motivation and reading ability on English learning achievement. This is indicated by the  $\text{Sig.} = 0.000 < 0.05$  and  $F_{\text{count}} = 55.024$ . There is a significant influence of learning motivation on English learning achievement. This is indicated by the  $\text{Sig.} = 0.000 < 0.05$  and  $t_{\text{count}} = 5.161$ . There is a significant influence of students' reading ability on English learning achievement. This is indicated by the  $\text{Sig.} = 0.000 < 0.05$  and  $t_{\text{count}} = 3.697$ .

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