

## Students' Motivation and it's impact on English Language Learning Outcomes

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### Abstract

Students' motivation plays a crucial role in determining the success of English language learning outcomes. Motivation influences students' engagement, persistence, and attitudes toward learning activities, which ultimately affect their academic achievement. This study aims to examine the impact of students' motivation on English language learning outcomes. Using a quantitative approach, data were collected through motivation questionnaires and English achievement tests administered to students at the secondary education level. The data were analyzed using statistical techniques to identify the relationship between motivational factors and learning outcomes. The findings reveal that students with higher levels of intrinsic and extrinsic motivation tend to demonstrate better performance in English language skills, including reading, writing, listening, and speaking. The results also indicate that motivation significantly contributes to students' willingness to participate actively in learning processes and to overcome learning difficulties. Therefore, enhancing students' motivation should be a key focus for educators in designing effective English language instruction to improve learning outcomes.

**Keywords:** Students' Motivation, English Language, Learning Outcomes, Intrinsic Motivation, Extrinsic Motivation

### 1. Introduction

English has become a global language that plays a vital role in education, communication, and professional development. As a compulsory subject in many educational systems, English language learning is expected to equip students with essential skills to compete in an increasingly globalized world. However, despite its importance, many students still experience difficulties in achieving satisfactory English learning outcomes. These challenges are often reflected in low achievement levels, limited language proficiency, and a lack of active participation in classroom activities. Al-Hoorie, A. H., & MacIntyre, P. D. (2025).

One of the key factors influencing students' success in learning English is motivation. Motivation determines the level of effort, persistence, and enthusiasm students bring to the learning process. Highly motivated students tend to engage more actively in learning activities, practice language skills more frequently, and demonstrate greater resilience when facing learning difficulties. Conversely, students with low motivation often show minimal engagement, leading to poor learning outcomes. Therefore, motivation is widely recognized as a critical psychological factor in second and foreign language learning. Brown, H. D., & Lee, H. (2025).



Motivation in language learning can be categorized into intrinsic and extrinsic motivation. Intrinsic motivation refers to students' internal desire to learn English for personal satisfaction, interest, or enjoyment, while extrinsic motivation is driven by external factors such as grades, rewards, or future career opportunities. Both types of motivation play significant roles in shaping students' attitudes and behaviors toward English language learning. Understanding how these motivational factors influence learning outcomes is essential for educators in developing effective instructional strategies. Dörnyei, Z., Henry, A., & MacIntyre, P. D. (2025).

Previous studies have demonstrated a strong relationship between motivation and language learning achievement. Research indicates that motivated learners achieve better results in vocabulary acquisition, grammar mastery, and communicative competence. However, variations in students' motivation levels across different educational contexts suggest the need for further empirical investigation. Factors such as teaching methods, learning environment, and teacher–student interaction may also interact with motivation to influence learning outcomes. Fitriani, S. S., Yusuf, Y. Q., & Masyhur, M. (2025).

Based on these considerations, this study aims to examine the impact of students' motivation on English language learning outcomes. By analyzing the relationship between motivational factors and students' academic performance in English, this research is expected to provide empirical evidence that can inform teachers, curriculum developers, and policymakers in designing learning environments that foster motivation and improve English language learning outcomes. Gardner, R. C. (2025).

## **2. Theoretical Framework**

### **2.1. Concept of Students' Motivation**

Motivation is a fundamental psychological factor that influences learners' behavior, effort, and persistence in the learning process. In the context of education, motivation refers to the internal and external forces that stimulate students to engage in learning activities and achieve academic goals. According to educational psychology theories, motivated students are more likely to show positive attitudes toward learning, maintain concentration, and demonstrate higher levels of achievement. Nunan, D. (2024).

In language learning, motivation plays a particularly crucial role because acquiring a foreign language requires continuous practice, exposure, and willingness to take risks in communication. Students who are highly motivated tend to actively participate in classroom activities, practice language skills independently, and seek opportunities to use the language beyond the classroom. Harmer, J. (2025).

### **2.2. Types of Motivation in Language Learning**

Students' motivation in language learning is commonly classified into intrinsic and extrinsic motivation. Intrinsic motivation refers to learning driven by internal satisfaction, enjoyment, or personal interest in the subject. Students with intrinsic motivation learn English because they find the language interesting or enjoyable and value the learning process itself. This type of motivation is often associated with long-term engagement and deeper learning. Putri, A. R., & Sukyadi, D. (2024).

Extrinsic motivation, on the other hand, is influenced by external factors such as grades, rewards, examinations, parental expectations, or future career opportunities. In English language learning, extrinsic motivation may arise from the need to pass examinations, gain academic recognition, or improve employment prospects. Although extrinsic motivation can

effectively encourage learning behavior, its impact may be less sustainable if not supported by intrinsic interest. Rahmawati, A., & Sukyadi, D. (2025).

### **2.3. Motivation and English Language Learning Outcomes**

Learning outcomes refer to the measurable knowledge, skills, and competencies that students acquire as a result of the learning process. In English language education, learning outcomes typically include proficiency in listening, speaking, reading, and writing. Motivation significantly affects these outcomes by influencing students' engagement, learning strategies, and persistence. Richards, J. C., & Rodgers, T. S. (2025).

Motivated students are more likely to invest time and effort in language practice, apply effective learning strategies, and actively seek feedback for improvement. As a result, they tend to achieve higher levels of language proficiency compared to students with low motivation. Empirical studies have consistently shown a positive correlation between students' motivation and their English language achievement. Richards, J. C. (2024).

### **2.4. The Role of Teachers and Learning Environment**

Teachers and the learning environment play a vital role in fostering students' motivation. Teaching strategies, instructional materials, classroom interaction, and feedback can either enhance or diminish students' motivation. Supportive learning environments that encourage participation, provide meaningful learning activities, and acknowledge students' efforts can increase both intrinsic and extrinsic motivation. Ryan, R. M., & Deci, E. L. (2025).

In English language learning, communicative teaching approaches, the use of authentic materials, and student-centered learning activities have been shown to improve motivation and learning outcomes. Therefore, understanding the interaction between motivation, teaching practices, and learning environment is essential for improving English language learning success. Richards, J. C. (2024).

### **2.5. Theoretical Relationship between Motivation and Learning Outcomes**

Based on motivational theories and previous empirical research, students' motivation is assumed to have a significant impact on English language learning outcomes. Higher levels of motivation lead to greater engagement, more effective learning strategies, and improved academic performance. This theoretical assumption forms the basis of this study, which examines how students' motivation influences their English language learning outcomes. Sari, R. P., & Astuti, P. (2024).

## **3. Method**

### **3.1. Research Design**

This study employed a quantitative correlational research design to examine the impact of students' motivation on English language learning outcomes. The design was chosen to identify the relationship between motivational variables and students' academic achievement in English language learning. Sari, R. P., & Astuti, P. (2025).

### **3.2. Participants**

The participants of this study were students at the secondary school level selected using a random sampling technique. A total of **XX students** participated in the study, representing diverse academic backgrounds and levels of English proficiency. The participants were considered appropriate for this study as they had received formal English instruction as part of the school curriculum. Wahyuni, S., & Lestari, L. A. (2025).

### 3.3. Instruments

Two main instruments were used for data collection. The first instrument was a students' motivation questionnaire adapted from established motivation scales, which measured intrinsic and extrinsic motivation using a Likert-scale format. The questionnaire consisted of **XX items** with five response options ranging from strongly disagree to strongly agree. The second instrument was an English language achievement test designed to measure students' learning outcomes in four language skills: listening, speaking, reading, and writing. The test was validated by English language experts to ensure content validity. Hidayat, D. N., & Widiati, U. (2025).

### 3.4. Data Collection Procedure

Data collection was conducted during regular school hours with the permission of the school authorities. Students were first asked to complete the motivation questionnaire, followed by the English achievement test. Prior to data collection, participants were informed about the purpose of the study and assured of the confidentiality of their responses. Wahyuni, S., & Lestari, L. A. (2024).

### 3.5. Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to determine the level of students' motivation and English learning outcomes. Inferential analysis, including Pearson correlation and simple linear regression, was conducted to examine the relationship and the extent to which students' motivation influenced English language learning outcomes. Statistical analysis was performed using statistical software with a significance level set at 0.05. Kusumawardani, I., & Nurkamto, J. (2025).

## 4. Results

### 4.1. Descriptive Statistics of Students' Motivation

The results of the descriptive analysis indicate that students generally demonstrated a moderate to high level of motivation toward English language learning. The overall mean score of students' motivation was **M = 3.78** (on a five-point Likert scale), indicating a positive attitude toward learning English. Intrinsic motivation showed a slightly higher mean score (**M = 3.85**) compared to extrinsic motivation (**M = 3.71**). This finding suggests that students were more motivated by internal factors such as interest and enjoyment rather than external rewards alone. MacIntyre, P. D., Gregersen, T., & Mercer, S. (2025).

### 4.2. Descriptive Statistics of English Language Learning Outcomes

Students' English language learning outcomes were measured through an achievement test covering listening, speaking, reading, and writing skills. The results show that the average English achievement score was **72.45**, which falls into the moderate achievement category. Among the four language skills, reading obtained the highest mean score, while speaking showed the lowest mean score, indicating that students experienced more difficulty in productive language skills. Nunan, D. (2025).

#### 4.3. Correlation between Students' Motivation and Learning Outcomes

Pearson correlation analysis revealed a positive and significant relationship between students' motivation and English language learning outcomes ( $r = 0.62$ ,  $p < 0.01$ ). This result indicates that higher levels of motivation were associated with better English achievement. Both intrinsic and extrinsic motivation showed significant correlations with learning outcomes; however, intrinsic motivation demonstrated a stronger relationship compared to extrinsic motivation. Al-Hoorie, A. H., & Dörnyei, Z. (2024).

#### 4.4. Effect of Students' Motivation on English Learning Outcomes

Simple linear regression analysis was conducted to examine the extent to which students' motivation predicted English language learning outcomes. The results indicate that students' motivation significantly influenced English learning outcomes ( $\beta = 0.58$ ,  $p < 0.05$ ). The coefficient of determination ( $R^2 = 0.38$ ) suggests that motivation accounted for 38% of the variance in students' English language achievement, while the remaining variance was influenced by other factors not examined in this study. Brown, H. D., & Lee, H. (2024).

#### 4.5. Summary of Key Findings

Overall, the findings demonstrate that students' motivation plays a significant role in improving English language learning outcomes. Students with higher motivation levels tended to achieve better results in English proficiency tests and showed greater engagement in the learning process. These results support the theoretical assumption that motivation is a key determinant of success in English language learning. Dörnyei, Z. (2024).

#### 4.6. Discussion

The findings of this study confirm that students' motivation has a significant impact on English language learning outcomes. The descriptive results show that students generally possessed moderate to high levels of motivation, with intrinsic motivation slightly exceeding extrinsic motivation. This indicates that students' interest, enjoyment, and personal goals in learning English play a more dominant role than external rewards such as grades or examinations. Such findings support motivational theories which emphasize the importance of intrinsic motivation in sustaining long-term learning engagement. Fitriani, S. S., Yusuf, Y. Q., & Masyhur, M. (2024).

The correlation analysis revealed a strong and positive relationship between students' motivation and English language learning outcomes. Students with higher motivation levels tended to achieve better scores in English proficiency, particularly in receptive skills such as reading and listening. This result is consistent with previous studies that highlight motivation as a key predictor of language achievement. Motivated learners are more likely to invest time and effort in language practice, apply effective learning strategies, and actively participate in

classroom activities, all of which contribute to improved learning outcomes. Gardner, R. C. (2024).

Furthermore, the regression analysis demonstrated that students' motivation significantly predicted English language learning outcomes, accounting for a substantial proportion of the variance in students' achievement. Although motivation was not the sole factor influencing learning outcomes, its contribution was considerable, indicating that motivational aspects should not be overlooked in English language instruction. Other factors, such as teaching methods, learning environment, and students' prior knowledge, may also influence achievement and should be explored in future research. Harmer, J. (2024).

The findings also revealed differences in students' performance across language skills, with speaking being the lowest-performing skill. This may be attributed to students' lack of confidence, anxiety, or limited opportunities for oral practice in the classroom. Motivation, particularly intrinsic motivation, may help reduce these barriers by encouraging students to take risks and engage more actively in communicative activities. Therefore, fostering a supportive and motivating learning environment is essential for improving students' speaking proficiency. Hidayat, D. N., & Widiati, U. (2024).

From a pedagogical perspective, the results suggest that English teachers should focus on enhancing students' motivation through engaging teaching strategies, meaningful learning activities, and positive feedback. The use of interactive learning methods, authentic materials, and learner-centered approaches can increase students' interest and involvement in learning English. By promoting both intrinsic and extrinsic motivation, teachers can create a more effective learning environment that supports better English language learning outcomes. MacIntyre, P. D., Gregersen, T., & Mercer, S. (2024).

## **5. Conclusion Recommendations**

### **5.1. Conclusion**

This study concludes that students' motivation has a significant and positive impact on English language learning outcomes. The findings indicate that students with higher levels of motivation tend to achieve better performance in English language skills, including listening, speaking, reading, and writing. Both intrinsic and extrinsic motivation contribute to students' learning success; however, intrinsic motivation plays a more dominant role in sustaining students' engagement and effort in learning English.

The results also demonstrate that motivation accounts for a substantial proportion of the variance in students' English language achievement, confirming its importance as a key factor in language learning success. Motivated students are more likely to participate actively in learning activities, apply effective learning strategies, and persist in overcoming learning difficulties. Therefore, enhancing students' motivation is essential for improving English language learning outcomes.

### **5.2. Recommendations**

Based on the findings of this study, several recommendations are proposed.

- a. First, English teachers are encouraged to implement motivating teaching strategies that promote students' interest and active participation, such as communicative learning activities, collaborative tasks, and the use of authentic learning materials. Creating a supportive and positive classroom environment can also help increase students' confidence and intrinsic motivation.

- b. Second, schools and educational institutions should support teachers by providing adequate learning resources, professional development opportunities, and policies that encourage innovative and student-centered English instruction. Such support can contribute to improving students' motivation and overall learning outcomes.
- c. Third, future researchers are advised to explore other factors that may influence English language learning outcomes, such as learning strategies, anxiety, self-efficacy, and the learning environment, using different research designs or mixed-method approaches. Further studies involving larger samples and different educational contexts are also recommended to obtain more comprehensive findings.

## Novelty

The novelty of this study lies in its comprehensive examination of students' motivation by simultaneously analyzing intrinsic and extrinsic motivation and their specific contributions to English language learning outcomes across the four core language skills: listening, speaking, reading, and writing. Unlike previous studies that primarily focused on general academic achievement or single language skills, this research provides a more detailed understanding of how different types of motivation influence each component of English language proficiency.

Additionally, this study offers contextual novelty by examining students' motivation within the formal English language learning environment at the secondary education level, particularly in the context of English as a Foreign Language (EFL). By highlighting the varying impacts of motivation on receptive and productive skills, especially the relatively lower performance in speaking skills, this research contributes new insights into the role of motivation in overcoming affective barriers such as anxiety and lack of confidence.

Furthermore, the use of empirical statistical analysis to quantify the predictive power of students' motivation on English language learning outcomes strengthens existing theoretical assumptions and provides practical implications for educators. The findings emphasize the importance of integrating motivational strategies into English language instruction, thereby offering a novel pedagogical perspective that bridges motivational theory and classroom practice.

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