



A Meta-Synthesis Study on Students' Motivation and their English Achievement

Sri Haryanti*, Suhud Eko Yuwono, Ana Setyandari, Sukasih Ratna Widayanti

Universitas Widya Dharma Klaten, Indonesia

Keywords

English achievement; meta-synthesis; motivation

Abstract

This research aims to answer the problems: 1) Does students' learning motivation have a close relationship with their English achievement? and 2) How is the relationship between students' learning motivation and their English achievement? It is hoped that the results will be useful for English language observers who want to know more about English learning achievements which are influenced by learning motivation and for students as motivation for learning English. The population in this research is scientific publication articles in journals about students' motivation and their English achievements in the last ten years 2013-2023. The sample in this research is a scientific publication article about achievement motivation in English learning. Research articles have the following categories: 1) Articles are created by public researchers and students; 2) Articles use qualitative, quantitative, qualitative and quantitative strategies; 3) Articles are about the possession of motivation to learn English in relation to student achievement; 4) Education levels are Junior High School, High School, College, and English course. In this study, researchers used the 'listening method' to collect data from works that discuss student motivation and their English language achievements in the last ten years. To test the validity of the data, researchers used source triangulation. This research is a meta-synthesis research with a qualitative approach carried out in three steps, namely preparation, action, and preparation of a research report. The research results show that students' learning motivation has a close relationship with their English language achievement, and 2) The relationship between students' learning motivation and English language achievement is interrelated. Motivation to learn English influences learning achievement. Learners who have high motivation in learning English achieve good results, while those who have low motivation to learn achieve less well.

*Correspondence Address:

E-mail:
haryanti.sirod@gmail.com

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INTRODUCTION

Language is a communication tool that is very important for human life. People cannot communicate perfectly with others without language. There are several languages in the world, one of which is English which is used in various countries to share with others as it is an international language. Therefore, it is very important to learn in every school and is a compulsory subject to be studied worldwide, especially in Indonesia. Government Regulation of the Republic of Indonesia Number 32 the Year 2013 Article 77 concerning the education curriculum in Indonesia stated that English has become part of the structure of secondary education curriculum in Indonesia so that students develop their life skills which include functional skills, professional attitudes and personality, and competence in certain fields actively. Indonesia decided English as a foreign language. Studying English will encourage students to adapt to the current environment, making it easier for students to operate technology, work productively in learning, and get a better job supported by English language skills in the future. This study is necessary for the development of English language teaching, especially in Indonesia, because it explores meta-analysis of learning motivation towards English achievement. It is because every student basically has extraordinary potential to be developed. Therefore, a teacher is expected to be able to explore and develop the potential possessed by each student. One way that can be taken is to manage learning English that can be done by giving motivation to get good achievement.

English consists of four skills, namely speaking, listening, reading, writing. Reading and listening are called receptive skills because when teacher and students listen and read the materials, they receive the language, understand it and decode the meaning. Speaking and writing are productive skills because teacher and students use language to produce a message through speech or written text. The important element for getting those skills is motivation. In studying English students often get bored or even do not have intention to learn it which in the end results in unsatisfactory achievements.

In the teaching and learning process, motivation is an important element in learning, especially in writing. It can affect the achievement of learning (Pratiwi, Aridah, & Zamruddin, 2022). Motivation is the state of mind which pushes all human beings to perform to their highest potential, with good spirits and a positive attitude (Knowledgehut, 2023). The term motivation describes why a person does something. It is the driving force behind human actions. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors (Cherry, 2023). In learning English as second language or foreign language, non-native speaker students have difficulties to master that particular language. One factor that influences the success and failure in learning and teaching foreign language is motivation. Motivation is the key to the success of English language learning. Many studies connected with English learning motivation and student's outcomes have been conducted by many educators, language teachers, experts in education and researchers. They have been interested in the phenomenon of foreign language motivation for a number of years (Dwaik & Shehadeh, 2010; Moiiinvaziri, 2010; Honggang, 2008; Gao, Zhao & Cheng, 2007; König, 2006; Gao, Zhao, Cheng, & Zhou, 2004; Gao & Zhao, 2003; Hashimoto, 2002; Huang, 2008; and Gardner, 1985), as cited by (Fadillah, 2014).

Motivation is contributing factor in second language acquisition. Cook (2000) proposed and recommended that there be three main factors, which concern and influence the foreign language achievement. They are age, personality, and motivation. He further claimed that among the above three issues motivation is the most significant one in second language acquisition. Research has confirmed that the success or failure in second language learning depends very much on these two kinds of motivation, integrative and instrumental motivation (Lightbrown & Spada, 2001) in (Al Soufi & AbuSeileek, 2021).

Some purposes of second language acquisition are to describe and explain about the second language acquisition; identifying internal and external factors which influence how students or learners master the second language (Ellis, 2006) in (Susanto, 2018). There are several cornerstones to completeness or fulfillment of life, and achievement certainly is one of them. Achievement is a thing done successfully with skill and effort (Hornby, 2000). Achievement is a need to accomplish and demonstrate own competence. People with a high need for achievement prefer tasks that provide for personal responsibility and results based on their own efforts. They also prefer quick acknowledgment of their progress.

Based on (Sholihah, Suprihadi, & Nuraeningsih., 2021) research, the low achievement might be due to the internal factor coming from the students, for example, the level of intelligence and the level of motivation and the external factors such as the school facilities, the family condition, and also the education system itself. The low

achievement might be due to the internal factor coming from the students, for example, the level of intelligence and the level of motivation and the external factors such as the school facilities, the family condition, and also the education system itself.

This kind of study is meta-synthesis which is similar to meta-analysis. It involves combining the results of previous studies in a structured way that allows for drawing conclusions across multiple studies. Meta-synthesis differs from meta-analysis by analyzing qualitative research studies, rather than quantitative research studies (Marston & Gopaul, 2020). Meta-analysis addresses grouped results from quantitative studies, while meta-synthesis analyzes grouped results from qualitative studies (Abdullah, 2018); (Quintana, 2015). According to Quintana (2015), meta-analysis is a "statistical integration of evidence from multiple studies that address a common research question". Meta-synthesis involves very thorough reviews of relevant literature and specific steps for analyzing and generalizing the results of that research.

In most systematic reviews, (Borenstein, Hedges, Higgins, & Rothstein, 2009) referred to meta-analysis as a key element in statistical data synthesis or meta-analysis. The systematic review may also play a part in any new primary research being performed. In the publication introductory a systematic review will help to contextualize the new study by explaining what we learned before and what we expected to know from the new study systematic review in the discussion section of the journal allows us to examine not only the information provided by the new study but also the body of evidence as provided by the new study. (Chalmers & Clarke, 1998) saw this approach to avoid disclosing studies that refer to "Islands in Search of Continents" without meaning.

The term meta-analysis defined by (Glass, 1976) refers to the "analysis of analyses" or, more specifically, the "statistical analysis of a large collection of empirical results from individual studies to incorporate the findings". However, (Hunter, Schmidt, & Jackson, 1982) clarified that meta-analysis is a research technique that is used to synthesize different research results from several studies related to the same topic. (Stern & Harris, 1985) proposed a new method of meta-research: a qualitative meta-analysis, often called meta-synthesis. In contrast to quantitative meta-analysis, the qualitative meta-analysis approach is considered not merely aggregative but interpretive (Noblit & Hare, 1988). A systematic meta-analysis has been applied to provide a thorough overview of current literature in the last five years. (Paterson, Thorne, Canam, & Jillings, 2001) suggested a method based on formulating research questions, choosing primary 5 researching, perform a meta-data analysis, employing a meta-method, and then establishing a meta-synthesis and dissemination.

Norris and Ortega (2000) pointed out meta-analysis is a means of synthesizing quantitative results across several empirical studies that deal with the same or closely related research questions. Meta-analysis takes these differences into account across studies. It allows the data from different studies representable on a single common scale, allowing for both the creation of a weighted effect size taking these differences into account across studies and the investigation of whether such possible moderating variables affect the efficacy of certain interventions.

In this study the writers have reasons as a driving force for choosing the title mentioned above. The reasons can be explained as follows:

1. The journey to attain proficiency in a foreign language requires significant time and effort. Keeping this in mind, fostering engagement and interest in learners is crucial. As observers of the four skills of the English language, the researchers believe that motivation and interest in the English language is indeed more important than the other factors. In studying English of course students need the motivation and interest which result to get skilled.
2. Based on the writers' experience and observations, it turns out that learning motivation has a close relationship with achievement. However, this is of course not always suiting with the learning system, students' condition, and many other factors.
3. Carrying out meta-synthesis study can develop writers' knowledge, horizon and innovation, because in this internet era many results of researches can be accessed easily, such as articles in journals, repository of libraries, blogs, and conference proceedings.

There are some studies discussing motivation in studying English in relation to the achievement. (Delgado-Gonzalez, Alexandra Herrera-Rivas, 2021) research concluded that the role of emotions and motivation is particularly impactful on specific abilities, such as speaking. (Yun, 2010) conducted a study to synthesize the characteristics of technology usage studies and empirical studies methods for a comprehensible and informative analysis of the impact of

hypertext glosses on vocabulary acquisition of second-language English learners. The study showed the impact of the hypertext gloss on the acquisition of L2 vocabulary using a meta-analysis approach. The results revealed that different second language learners, including English as a second or foreign language, enjoy multiple glosses of hypertext while reading computerized text. (Han & Cheng, 2011) meta studied for 3 years eight high school English Language Learners (ELLs) from 2 Ontario high schools located in small Ontario cities and investigated their linguistic, cognitive, and socio-cultural learning experiences closely. The findings of this study provide a vivid explanation of the educational achievement of these students, as they concurrently learned English and their subject-area courses in the sense of the OSSLT — a high-stakes literacy test on a large scale. The research study done by (Pratiwi et al., 2022) was to analyze the correlation between students' motivation and achievement in writing. The purposes of this study are : (1) to find out the level of writing motivation of the sixth semester students of English Department of Mulawarman University. (2) to find out the level of writing achievement of the sixth semester students of English Department of Mulawarman University. (3) to find out whether there is a correlation between writing motivation and writing achievement of the sixth semester students of English Department of Mulawarman University.

William (2011) in (Al Soufi & AbuSeileek, 2021) analyzed empirical literature on the influence of accents of speakers on interpersonal assessments. The analysis of the published literature identified 20 studies that compared the effects of standard accents to non-standard accents on speaker evaluations. These 20 experiments yielded 116 separate sizes of effects on a variety of characteristics that original researchers picked, categorized each of the characteristics as belonging to one of the three realms, namely status, solidarity and dynamism. The impact was particularly strong as compared to non-standard accented speakers by the American Network. Such findings underline previous research showing that speakers' accents have powerful effects on how others interpret them.

(Nematollahi, Behjat, & Kargar, 2017) carried out a study that was a meta-analysis of a body of 30 research projects on the vocabulary learning strategies of EFL learners. The design has a descriptive and qualitative design. The goal was to find the link between factors such as context, care, research method and vocabulary learning and the use of strategy. Study results showed that students' techniques were: commitment, cognitive, memory, meta cognitive, and social strategies. Contextualization and the use of the dictionary are amongst the techniques that successful students favor. On the other hand, the relationship among context, methodology and treatment by vocabulary learning approach were used.

Based on the background above, the writers formulated the problem as follows:

1. Does students' learning motivation have a close relationship with their English achievement?
2. How is the relationship between students' learning motivation and their English achievement?

In carrying a research, of course the researchers have aims to determine, they are: Whether there is a close relationship between students' learning motivation and their English achievement, and the relationship between students' learning motivation and their English achievement.

The results of this study are expected to be useful as follows:

1. For observers of English language who want to know more about the English achievement, such as in speaking, listening, reading, and writing which is affected by learning motivation.
2. For readers to understand four language skills in English based on students' learning motivation as mentioned above.
3. For the world of education as a contribution to the enrichment of research results.
4. For students as motivation for learning English.

Based on some theories, the researchers know that meta-synthesis of qualitative research is a parallel technique to meta-analysis of quantitative research but has important differences. The aim of meta-synthesis is interpretive rather than deductive. Quantitative meta-analysis aims to increase certainty in cause and effect conclusions, whereas qualitative meta-synthesis seeks to understand and explain phenomena.

This study uses the term meta-synthesis which discusses the students' learning motivation and their English achievement. It is different to other studies done by other researchers, such as (Slavin, R. E., & Cheung, 2003) who reviewed studies about teaching methods of reading to English Language Learning (ELL) students, comparing the practice of teaching ELLs first to read in their native language (a bilingual education strategy) with that of teaching them first to read in English (a strategy for immersion). They listed 16 studies that met the requirements, published in the period 1971 to 2000 and they concluded that the evidence on balance favors bilingual approaches, particularly combined

bilingual approaches that simultaneously teach reading in the native and English languages. Most of the research that they considered methodologically appropriate favored bilingual approaches over immersion approaches; though some found no difference, none favored immersion programs substantially. The other is (Felix, 2005) who conducted a study providing a comprehensive picture of the efficacy of CALL between 2000 and 2004, and the study found why this problem is so difficult to answer the question produced 52 studies published in the last four years alone. He used meta-analysis to determine clear results of cause and effect, based on the size of the effects. The study findings stressed that a series of systematic findings syntheses related to one particular variable, such as learning strategy or writing quality, could generate more valuable insights into the crucial effect of technologies on learning processes and outcomes and propose a research agenda along these lines.

Based on some previous studies above, it seems that this study has some similarities and differences with them. The similarity lies on the variables used, namely motivation and achievement. Whereas, the differences can be stated that this study does not aim to find the effect, but it needs to know the students' achievement related to their learning motivation. The achievements they observed were focused on one skill, such as speaking, reading, or writing. This study concerns with the four English skills. The strategy used in this study is included into qualitative.

Based on some researches above, the writers can make a figure below.

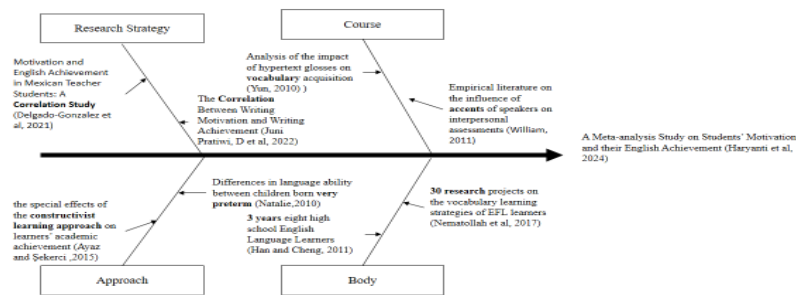


Figure 1. Use of Fishbone Diagram in Literature Review

METHODS

The research method used in this study is the qualitative meta-synthesis of published articles in the area of English achievement related to learning motivation. Qualitative meta-synthesis is “an attempt to conduct a rigorous secondary qualitative analysis of primary qualitative findings. Its purpose—to provide a more comprehensive description of a phenomenon and an assessment of the influence of the method of investigation on findings—is discussed” (Timulak, 2009). For this meta-synthesis, the researchers used Google scholar search engine with words “learning motivation” and “English achievement” used for searching. It is in line with the statement that backward searching involves the use of search engines to find articles, and then using the references listed in the relevant articles to find other articles to use as part of the meta-synthesis. In the step of quality appraisal of each article, each of the articles is evaluated for individual and comparative quality (Sandelowski & Barroso, 2007).

Population and Sample

The population in this study are scientific publication articles in journals about students' motivation and their English achievement in the last ten years 2013-2023. The samples in this study are the articles of scientific publications on having motivation towards achievement in English teaching and learning. The articles of research have the following categories: 1) articles were made by public researchers and students; 2) the articles used correlational/experimental/descriptive research methods; 3) the articles were qualitative and quantitative; 4) the articles were published in the last ten years, 2013-2023; 5) articles concerned the possession of motivation in learning English in relation to students' achievement; 6) the education level in the article was at the Junior High School, the Senior High

School, and universities.

Based on the classification of journal publication, the researchers classify the analysis into 1) the relation of students' learning motivation to English achievement based on course; 2) the relation of students' learning motivation to English achievement based on region; 3) the relation of students' learning motivation to English achievement based on educational level, and 4) the relation of students' learning motivation to English achievement based on strategy.

Research Data

Seliger and Shohamy state in qualitative research where qualitative data have been collected by procedures such as unstructured observation, open interviews, examining records, diaries, and other document, the data are usually in the form of words in oral or written modes (Seliger & Shohamy, 1989). Therefore, the researchers do not need certain formula or statistical measurement. They give interpretation by using sentences as the feature of qualitative research. The data of this research are the results of researches concerning with students' learning motivation and their English achievement taken from journals and proceedings.

Collecting Data

(Sudaryanto, 2001) stated that there are two methods in collecting the data, they are: simak method and cakap method. According to (Sudaryanto, 2001) disebut metode 'simak' atau 'penyimak' karena memang berupa penyimak, dilakukan dengan menyimak, yaitu menyimak penggunaan bahasa, ini dapat disejajarkan dengan metode pengamatan atau observasi dalam ilmu sosial, khususnya antropologi. (Scrutinizing method is the method done by observing attentively the use of language, it can be paralleled with observation method in social science, especially anthropology).

In this study, the researchers use scrutinizing method to collect the data of the works discussing students' motivation and their English achievement in the last ten years. To test the validity of the data, researchers use source triangulation. Source/data triangulation entails obtaining data from different sources, or at different times, or under different condition, but would not include the studies where these comprise the independent variables in an experiment (Turner & Turner, 2009). Data triangulation is using a variety of data sources, including time, space, and persons in the study. Data will be more accurate if it derives from multiple sources. The researchers triangulate the data in this study by using various data taken from websites.

Analyzing Data

There are six main steps to meta-synthesis (Sandelowski & Barroso, 2007):

1. Philosophical positioning meta-synthesis
2. Exhaustive literature review
3. Quality appraisal of each article
4. Classifying and "meta-summarizing" findings from each article
5. Combine findings from articles into themes and topics
6. Synthesizing together information from all the articles reviewed

This research is a meta-synthesis with qualitative approach which is done in three steps, namely preparation, action, and arrangement of research report. In preparation step, researchers select articles from journals and proceedings as object of research by purposive sampling technique. Action step is done by qualitative analysis to articles using check-list. Arrangement of research report started from writing drafts to describing the result of findings.

RESULTS AND DISCUSSION

Results

To achieve the aims of the current study, the writers browsed title of each study to identify its content, date of publication, as the sample studies used in the current study were limited to the period 2013-2023. The suitable studies were selected according to the selection criteria used. Sample studies were obtained to be analyzed in this study. The studies were investigated and categorized according to the variables used in the study instrument. The sample studies

were coded according to the aspects of articles for the question of the study. The aspects were listed in tables. Appropriate descriptive analyses will be conducted to get the results. Finally, findings will be analyzed and discussed as the answers of questions of the study.

Having read articles in journals and conference proceedings, the researchers can get data of the relation of students' learning motivation and their English achievement in the form of scores and sentences. They are presented in the following tables.

Table 1 The Data of Research

No.	Researchers' Codes & Year	Skills	Levels	Strategy	Findings/Results
1	T, G 2020	writing	university	quantitative	positive and significant effect
2	S, A 2018	literature	-	qualitative	Motivation is a very important and effective factor in the field of learning language
3	Y, H.D. 2016	English	Primary S.	qualitative	positive relation
4	R & M 2023	English	S.H.S.	qualitative	motivation is "enough"
5	S, et al 2023	English	S.H.S.	quantitative & qualitative	English was difficult because of: (1) Felt coerced, (2) Low mastery of basic concepts/intake, (3) Less of support from their environment, (4) Could not memorize information well, and (5) Had fewer opportunities to practice
6	M, S 2019	English	E. Course	qualitative	1) students' intrinsic motivation in learning was high. 2) students' extrinsic motivation in learning English was high. 3) students' ability in learning English was 66 as category average.
7	C & K 2019	Literature	-	qualitative	Motivation is the basic one in learning a language.
8	Y & A 2021	English	S.H.S.	quantitative	Students' motivation in learning English had affected their English achievement.
9	A, M 2019	Speaking	university	quantitative	The motivation and anxiety of English foreign learner has a significant correlation with speaking performance.
10	A, Mt 2016	Literature	-	qualitative	Motivation has a key role in the development of language skills.
11	S, H et al. 2017	Writing	university	quantitative & qualitative	There was an improvement of students' motivation to learn English by using movie clip.
12	Mh. 2016	English	E. Course	qualitative	Sustained motivation is not always a prerequisite for achieving high levels of proficiency and the

						emergence of commitment, which is an intentional, enduring psychological force, is more important in the long term than what has been called motivation.
13	M, S	2018	Speaking	S.H.S.	quantitative	There was significant correlation between English learning motivation and students' speaking ability.
14	P, D et al.	2018	English	University	quantitative	There was a significant correlation between students' English learning motivation and their English proficiency achievement.
15	J & C	2022	English	University	qualitative	Students have a medium level of positive motivation in online English learning.
16	P, N.A et al.	2019	English	J.H.S.	qualitative	Most of students have a highly (good) motivation in learning English.
17	H & M	2019	English	University	qualitative	Students have good motivation, both in Intrinsic and Extrinsic motivation, in learning English.
18	Z, A et al	2022	English	University	quantitative	There is a significant difference in motivation to learn English in terms of gender.
19	D & S	2022	English	S.H.S.	quantitative	The integrative motivation was significantly correlated with English learning achievement.
20	R & Y	2019	English	S.H.S.	quantitative	There was positive relationship between students' motivation and their learning achievement.
21	Y, I	2021	English	S.H.S.	qualitative	The respondents of the study have high motivation to learn English. The respondents could be categorized as having instrumental motivation because they regarded English as a compulsory subject and fulfilled the need to pass the examination level.
22	T & S	2016	English	University	qualitative	Motivation has a contribution towards the students' English language learning.
23	M. et al	2022	English	V.H.S.	qualitative	The digital literacy is as a mediating role in understanding the

24.	O, P	2013	English	University	quantitative	connectivity between self-confidence and learning achievement as well as learning motivation and learning achievement.
25.	M, S.A	2014	English	University	quantitative	English as a compulsory course, integrative motivation as well as instrumental motivation are all important factors to help students improve their English.
26.	P, et al	2015	English	J.H.S.	quantitative	There is no significant relationship among motivation, attitudes and learning achievement
27.	R, et al	2021	Speaking	J.H.S.	quantitative	There was a positive and significant correlation between students' motivation and their English achievement.
28.	L & S	2021	English	University	quantitative	There was a significant correlation between students' motivation and English communication skills (achievement) because the correlation value was smaller than 0.05.
29.	C. et al	2023	English	V.H.S.	quantitative & qualitative	The learning motivation and learning style have a significant influence on learning achievement.
30.	B & G	2014	English	University	qualitative	There is a significant relationship between intrinsic motivation and students' English performance, but no significant relationship between students' extrinsic motivation and English performance
						Motivation may not be greatly related to language learning success.

Source: <http://google> scholar (2013-2023)

The finding of research is elaborated as follows:

Quantitative Strategy

1. There is a positive and significant effect between students' learning motivation and their writing achievement for university students.
2. Students' motivation of junior and senior high school and university students in learning English has affected their English achievement.
3. The motivation and anxiety of English foreign learners has a significant correlation with speaking performance/ ability

for university students, senior high school students, and junior high school students.

4. There is a significant difference in university students in motivation to learn English in terms of gender.
5. English as a compulsory course, integrative motivation as well as instrument motivation are all important factors to help university students improve their English.
6. There is no significant relationship among motivation, attitudes and learning achievement for university students.

Qualitative Strategy

1. There is a positive relation between primary school students' learning motivation and their English achievement.
2. The result of senior high school students' motivation in learning English is enough.
3. There is a relation between English course students' intrinsic and extrinsic motivation and English achievement.
4. Based on literature study, motivation is the basic one in learning a language and has a key role in the development of language skills.
5. Sustained motivation of English course students is not always a prerequisite to achieve high levels of proficiency, which is more important in the long term.
6. University students have a medium level of positive motivation in online English learning.
7. Most of junior high school students and University students have a good motivation in learning English.
8. The senior high school students have high motivation to learn English. The students tend to have two kinds of motivation; instrumental motivation and integrative motivation. The students also have integrative motivation because students have reasons for learning the language. The students also realized that English is crucial for them for their future. It can be identified by their purpose to learn English in order to communicate, to be able to understand reading materials in English, and to get a better job in the future.
9. Three interrelated instrumental motivations in studying English are identified: future study, scores and career. Motivation has a contribution towards the university students' English language learning.
11. The digital literacy is as a mediating role in understanding the connectivity between self-confidence and learning achievement as well as learning motivation and learning achievement of vocational high school students.
12. Motivation may not be greatly related to language learning success of the university students.

Quantitative and Qualitative Strategy

1. English learning is difficult for high school students because of: (1) Felt coerced, (2) Low mastery of basic concepts/intake, (3) Less of support from their environment, (4) Could not memorize information well, and (5) Had fewer opportunities to practice.
2. The positive improvements in the students' motivation can be seen from the result of the observation done toward the teaching and learning activity by using movie clip as the teaching media. In achievement, the improvement of students' mean score improves from 56.21 to 76.72.
3. Sustained motivation is not always a prerequisite for achieving high levels of proficiency and in some cases is insufficient. The emergence of commitment, which is an intentional, enduring psychological force, is more important in the long term than what has been called motivation and is perhaps necessary in some learning contexts, such as those in which access to linguistic input and communicative opportunities are limited.
4. There is a significant relationship between intrinsic motivation and students' English performance, but there is no significant relationship between students' extrinsic motivation and English performance.

Having observed the data and analysed them, the writers found that based on three strategies namely quantitative, qualitative, mix of quantitative and qualitative used by researchers:

- 1) Students' learning motivation has a close relationship with their English achievement; there was a positive and significant correlation between students' English learning motivation and their English proficiency achievement which can be proven by $r_{count} (0.248) > r_{table} (0.224)$, 5% level of significance. However, the correlation was 'weak'; there was positive relationship between students' motivation and their learning achievement. The relationship seen from Sig. 2 tailed $0.000 < 0.005$ and the distribution of that relationship is positive. Based on the data Pearson correlation of achievement is 0.580 that mean Medium Correlation; there is no significant relationship among motivation, attitudes and learning Achievement.

2) The relationship between students' learning motivation and their English achievement is motivation has a positive relation with the students' English learning achievement which can be increased through any effective teaching and learning strategic to improve the students' achievement; students' motivation in learning English had affected their English achievement; motivation and anxiety of English foreign learner has a significant correlation with speaking performance simultaneously with value of coefficient correlation is $R = 0.409$ and the value of $\alpha = 0.001$. In addition, out of the two predictors, the anxiety (X1) to be the better predictor of speaking performance (Y); there was significant correlation between English learning motivation and students' speaking ability; the integrative motivation was significantly correlated with English learning achievement at the significance level of 0.01 ($r = .004 < 0.01$). However, the instrumental motivation was not significantly correlated with English learning achievement at the significance level of 0.01 ($r = .162, p > 0.01$). It can be concluded that students learn English because of their desire to learn it; the learning motivation and learning style variables together can explain 75% of the learning achievement variables. The results of the F significance test show that the overall regression model is significant, and the results of the regression coefficient significance test show that both variables have a significant influence on learning achievement; motivation may not be greatly related to language learning success of the respondents.

Discussion

Motivation

Based on findings, the writers are sure that motivation is very much needed in study, especially English. Our statement is also stated by some researchers and experts, (Font Sanclimens, 2018) in Delgado et al. 2021) stated "Some studies have considered the absence of motivation as a main factor in specific problems when people learn a second language. It was also said by (Cherry, Kendra, 2023) that motivation is very important and serves as a guiding force for all human behavior. So, understanding how motivation works and the factors that may impact it can be important for several reasons. Naiman in Ur (1991) said that the most successful learners are those who display certain typical characteristic, most of them clearly associated with motivation. Some of these characteristics are: positive task orientation, ego-involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity.

English Learning Achievement

Achievement is about more than getting top marks in the class. When students can see their own progress in learning and mastering a subject or skill, they will feel a sense of achievement. In this definition, achievement requires clearly defined objectives, goals or expectations a realistic timeframe for students to complete their work a strong understanding of the fundamentals needed to complete a goal a 'reward', which might be as simple as acknowledgement or feedback. Studies have shown that feeling a sense of accomplishment is an important element in students developing positive wellbeing over time. Achievements enable someone to construct a sense of themselves as a success.

Learning achievement is a measure of the success or failure of an educational process. It is the result or outcome of the learning activities undertaken by students. Learning achievement in English as a second or foreign language has an exceptional standard that must be achieved as an indicator of students' success. It can also be an overview of the success of the learning process. The success of learning achievements is inseparable from how the learning process is carried out. In the learning process, students must be influenced by various factors both from outside and inside. External factors that affect the students' achievement are learning facilities. Learning facilities are directly related to the learning process such as buildings, tables, chairs and teaching media. For the quality of education that is being developed to be appropriately maintained, adequate learning facilities are needed to encourage learning achievements. In addition to good learning facilities must also be updated to generate a new spirit for the students. A study by (Giantera, 2013) in (Destomo, Istiatin, & Sudarwati, 2021) said that there was an influence of student learning facilities on learning achievement.

In addition, the low achievement might be due to the internal factor coming from the students, for example, the level of intelligence and the level of motivation and the external factors such as the school facilities, the family condition, and also the education system itself (Ernis Sholihah et al, 2021).

Relation of Motivation and English Learning Achievement

There are two results which show the relation of students' learning motivation and their English achievements.

a. Most of result of the previous studies showed that there is a significant and positive correlation between students' learning motivation and their English achievements. It is supported by (Fadillah, 2014) who stated that there is a positive correlation between students' motivation and students' learning outcomes in a foreign language. That is, students with high motivation will gain high outcomes; on the contrary, students with low motivation will gain low outcomes. One factor that influences the success and failure in learning and teaching foreign language is motivation. Motivation plays an important role in foreign language students' classroom performance. It determines students' success or failure in foreign language classes.

The other result of research showed that the students exhibited OLR (Online Learning Readiness) in "ready" level and "very high" motivation level to learn at the time of the research implementation. Both OLR and motivation had positive correlations with students' ELA (English Learning Achievement). OLR was strongly correlated to ELA with $r=0.647$ (sig.=0.000). Meanwhile, motivation had a lower Pearson correlation score ($r=0.497$, sig.=0.002) that showed a moderate correlation toward ELA. Hence, OLR contributed more to ELA than motivation (Muslimin & Cahyono, 2023).

There is only one result of research that there is no significant relationship among motivation, attitude and learning achievement.

b. The relation between students' learning motivation and their English achievement is inseparable. Students' learning motivation affect their English achievement. It is in line with (Font Sanclimens, 2018) in (Delgado-Gonzalez, Alexandra Herrera-Rivas, 2021) that "there is an evident correlation between strong levels of motivation and linguistic achievement".

(Zhang & Wang, 2023) gave the result of their research that English learning motivation and openness both significantly influenced academic performance and significant interaction effects were found between English learning motivation and agreeableness. Specifically, agreeableness partially moderated the relationship between English learning motivation and academic performance, and English learning motivation had a positive effect on academic performance only for learners with lower levels of agreeableness.

There are two results of research to show the relation of learning motivation and English achievement, they are:

1. The instrumental motivation was not significantly correlated with English learning achievement at the significance level of 0.01.
2. Motivation may not be greatly related to students' language learning success.

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CONCLUSION

Having analysed data, they conclude that students' learning motivation has a close relationship with their English achievement. There are 29 researches which prove it, and there is only 1 research which does not prove it. The relationship between students' learning motivation and their English achievement cannot be separated. Learning motivation results different learning achievement. Students with high motivation get high achievement, on the contrary those who have low motivation get low achievement.

Even though the result of this study does not fulfil the writers' expectation, the writers recommend that in teaching and learning English as a foreign language the teacher needs to pay attention to the other component beside motivation. It is in line with the following statement: Much research has been devoted to identifying various motives and to the validation of motivational theories, whereas the effect of different teaching approaches has more often than not been disregarded. Although motivational strategies are fundamental and should therefore be analysed, it may be necessary to start by shedding light on the effects of a more general framework, that is, the methodological approach in which foreign language teaching takes place (Lasagabaster, 2011).

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