

**THE CORRELATION BETWEEN MOTIVATION IN LEARNING ENGLISH  
AND GENERAL ENGLISH COMPETENCE**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in  
English Language Education**



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**APPROVE SHEET**

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**DECLARATION**  
**STATEMENT OF WORKS ORIGINALITY**

I honestly declare that thesis, which my written experience does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 25 Agustus 2025  
The writer



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**MOTTO**

“Learn and work harder in this era, before the world becomes much harder on you”

**-My Amak**

## **DEDICATIONS**

Alhamdulillah, all praise be to Allah SWT, who has made my educational journey smooth and has guided me in my pursuit of knowledge until this very moment. I want to extend my deepest gratitude to my parents. To my superhero, Sri Marisadewi, who always prays in every performance. And to my beloved father, Syarifudin, who has never stopped pushing me in my education, giving me motivation and support every step of the way. Thank you for being my "alarm" 24/7 wake-up call, rousing me for prayer in 1/3 hours of the night from my comfortable rest. I would like to thank my advisor, Miss Dayu, who always reminded me to consult, was patient in guiding me, consistently provided me with feedback, and offered me constant encouragement.

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## **ABSTRACT**

Motivation in learning English is a key factor that has been proven to have a significant correlation with language competence. This study addresses a research gap by examining the relationship between motivation and general English competence specifically within the context of Islamic boarding schools. The purpose of this research was to examine the correlation between students' motivation for learning English and their general English competence. This quantitative study used a correlational design, involving 98 high school students from grades 10 and 11, selected via convenience sampling. Data were collected using a questionnaire based on the English Learning Motivation Scale (ELMS) and students' second-semester academic report scores. The data analysis, conducted using SPSS, revealed a Pearson correlation coefficient of -0.044 with a Sig. value of 0.668. Since the Sig. value is greater than 0.05, the alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_0$ ) was accepted. These findings suggest that in this specific setting, factors such as a conducive learning environment, qualified teachers, and adequate learning materials may play a more dominant role in maintaining high English competence, regardless of students' individual motivation levels.

**Keywords:** Motivation in learning English, general English competence, Islamic boarding school context.

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the study**

Learning motivation has been a crucial issue in the educational field, including foreign language learning. According to Dornyei and Csizer (1998), motivation is essential for achieving success. Motivation is every student's need, and it is essential for encouraging learning participation. Many researchers agree that motivation is responsible for determining human behavior by energizing it and giving it direction (Dornyei, 2009). It serves as a crucial factor in supporting the learning process, particularly in the era of society 5.0. Learners with low motivation will likely face greater obstacles in mastering new skills and knowledge, whereas highly motivated learners will tend to have a strong determination to succeed. Dornyei (2009) further refines the foundational understanding of motivation by arguing that the learning drive is not solely intrinsic or individual. Instead, it is significantly shaped by social factors, including behavior, attention, outcome perception, and interaction with the learning environment. This view positions motivation as a dynamic system influenced by contextual variables. Li, Chuang, and Fu (2006) support this perspective by defining motivation as the driving force behind goal achievement and a fundamental component of the learning process. The general finding is that highly motivated students tend to perform well in both academic and

non-academic fields (Singh, 2011). Therefore, reinforces the notion that strong motivation is often linked to better academic performance.

In addition to Li et al. (2006) studies on the relationship between motivation and general English competence have been conducted widely due to its prominence in the learning process. The study mentions that the output to be produced is very definite, such as productive thinking skills and learning skills. This especially critical for English language learning, as a strong interest in the language is essential for its mastery (Gustanti & Ayu, 2021). It is indeed a concern for students, parents, and teachers to ensure students' ability to learn English in their daily lives remains intact. The consistency of this motivation is thus a major concern for students, parents, and educators, as it directly impacts students' ability to continuously engage with and utilize English sentences in their daily lives. However, achieving high English competence is often hindered by environmental factors. One such environment is the Islamic boarding school (Pesantren), an educational institution established according to Islamic regulations (Das et al., 2016). While the structured setting is beneficial, it can simultaneously introduce high-pressure situations such as a demanding curriculum, strict social expectations, and additional classes in the dorm which are known to cause a decline in motivation and self-confidence, potentially leading to academic burnout and stress. Furthermore, the geographical distance from family often induces homesickness. Therefore, understanding the dynamics of English

learning motivation within the unique, high-demand context of a pesantren is crucial for developing effective pedagogical strategies.

From a practical standpoint, understanding the correlation between motivation and general English competency provides essential insights into the factors that contribute to students' success (Minfang et al., 2024). This understanding is crucial for educators who design learning activities, such as individual or group assignments (Abdul Rahim & Al-Saggaf, 2021). By incorporating these insights, teachers can develop effective strategies to motivate students. For instance, research conducted by Zulfa and Suryaman (2022) on the educational system highlights the importance of self-regulation, showing that students interested in learning English in Islamic boarding schools are taught how to set and attempt to achieve their own goals. Furthermore, a study by Riyandani et al. (2024) identified several external and internal elements that influence students' support for their English learning, including teachers, learning materials, interest, feedback, and a supportive classroom environment. These findings, along with studies on instructional approaches—such as the bilingual instruction examined at SMP Plus Amanah Islamic Boarding School in Tasikmalaya—collectively provide a deeper insight into the role of learning design in fostering student success and sustained interest (Kamila, 2019).

Despite the existing research on related topics, few studies have specifically measured the relationship between motivation and general English competence in the context of Islamic boarding schools. Therefore, this study aims to show the positive

correlation between students' motivation for learning English and their general English competence in Islamic boarding schools in Yogyakarta

## **1.2 Identification of the Problem**

Students in Islamic boarding schools present distinct challenges that adversely affect students motivation to learn English. These issues stem from a tough academic environment, where a demanding curriculum and the pressure to excel in religious studies can leave students feeling overwhelmed and with less energy for other subjects. Additionally, being away from home can cause feelings of homesickness and loneliness, and the constant need to adapt to a new social life and make new friends can be mentally exhausting. These combined pressures academic stress, emotional struggles, and social adaptation create a difficult environment that often drains students' focus and motivation, making it harder for them to fully engage in learning a new language like English.

## **1.3 Formulation of the Problem**

This research tries to answer the following questions:

Is there any correlation between motivation in learning English and general English competence in an Islamic boarding school?

#### **1.4 Objectives of the Study**

Based on the background of the study, the research aims to look into the correlation between students' motivation in English and their general English competence in Islamic boarding schools.

#### **1.5 Significance of the Study**

The findings contribute to our understanding of second language learning by examining how motivation impacts English competence in Islamic boarding schools. This research provides students and teachers with effective methods to enhance motivation and improve their English skills. Lastly, the results provide school administrators with the evidence needed to create effective programs that improve student motivation and language abilities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Motivation in learning English**

Motivation is a critical factor in second language acquisition and often serves as a significant barrier for learners. Understanding its central role in the language learning process is crucial for both researchers and educators (Dornyei, 1994). In general, motivation can be defined by three key aspects: the initial choice of a particular action, the persistence with that action, and the effort expended on it (Dornyei, 2000). These aspects are influenced by two primary types of motivation: intrinsic and extrinsic. Intrinsic motivation originates within the individual and reflects an internal desire to learn for personal satisfaction, independent of external incentives. In contrast, extrinsic motivation is shaped by external factors, such as the pursuit of high grades or the avoidance of negative consequences (Ryan & Deci, 2000). In language learning, intrinsic motivation may arise from a genuine interest in the language, whereas extrinsic motivation may stem from the necessity to succeed in examinations. A substantial body of research has explored the influence of these motivational types on language learning outcomes. For instance, motivation has been shown to guide learners toward instructional approaches that suit their needs in an EFL context (Al-Munawwarah, 2018). Furthermore, studies have investigated the link between motivation and general English competence. For example, Yu (2010) found a connection between motivational factors and general English competence

among Chinese university students. Likewise, Li, Chuang, and Fu (2006) reported that a performance-oriented motivation can lead to higher achievement. These findings underscore that while motivation is a complex human trait with varied causes and effects (Gardner, 2000). Its role in a learner's success is undeniable.

## **2.2 English Competence**

General English proficiency has a significant impact on students' future performance and competitiveness in international contexts. English competence encompasses the ability to use the language effectively in a wide range of everyday situations. Research consistently demonstrates that a strong foundation in general English proficiency predicts success in specialized areas of English. For example, advanced language skills and regular exposure to authentic English materials are essential for optimal student performance (chen & Keat, 2025).

## **2.3 Previous study**

General English competence is not a new topic to be discussed among scholars. Previous researchers have studied general English competence by comparing or assessing its relationship with other variables (Aldubai, 2024). One of the most frequent ones is the relationship between general English competence and language proficiency. Saftarina et al. (2025) discussed the correlation between two

variables collected from 30 elementary school students in Indonesia. Based on this quantitative study, there is a positive relationship between motivation and English competence. Therefore, using game-based English learning can improve and maintain students' academic success.

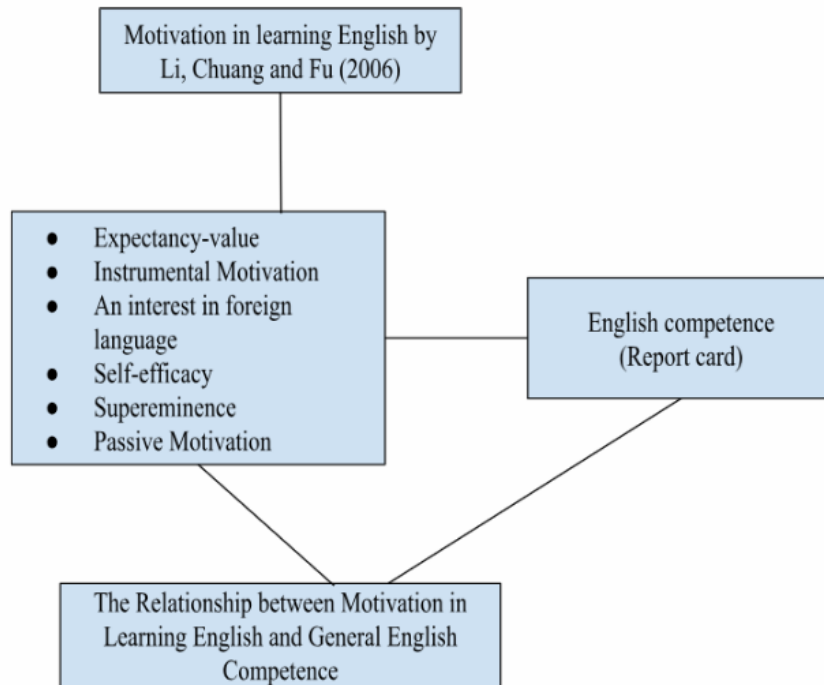
Another study by Herawati et al. (2024) shows the general English competence of students in an Islamic boarding school. This quantitative study involved 20 high school students and showed good trial results, with a score of 70.2%. This indicates that motivation in English-speaking countries supports the students' English competence. Previous research by Sun & Fadri (2024) revealed students' intercultural motivation in learning English. The results showed that students' English competence was evident in their good language skills.

All of the previous studies mentioned above state that students' motivational English competence has a strong correlation. Academic achievement is a predictor that influences academics, vocabulary knowledge, and study habits, all of which are related to students' academic performance. They argue that mastering vocabulary in general, making language a predictor, and study habits can influence language proficiency. In other words, motivational relationship and impact on students' academic achievement. The study adds that motivational goals are better. Sing (2012) explains the measurement of student motivation can be seen from strong determination, consistency, and taking more action. From this statement, it is clear that motivation can affect language proficiency, learning habits, and vocabulary

knowledge. The research utilizes the English Language motivation Scale (ELMS), developed by Li, Chuang, and Fu, which evaluates motivation for learning English and was applied in this investigation.

#### **2.4. Conceptual Framework**

This study used the framework of Li, Chuang, and Fu (2006), which focuses on six components: expectancy-value, instrumental motivation, interest in foreign languages, self-efficacy, prominence, and passive motivation. Additionally, the researcher used English competence data from report cards due to its significant correlation with the findings of Li, Chuang, and Fu's research, as illustrated in the figure below.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research employs a quantitative method with a correlational design. The researcher aimed to test the correlation between two variables: students motivation and the general English competence of Islamic boarding school students in Indonesia. According to the study by Cresswell (2012), the measurement variables are correlated in research. This measurement of motivation as an independent variable (X) and General English competence as a dependent variable (Y). This data is collected by asking direct questions to the head teacher and English teacher, as well as collecting student report card scores, the results of which are presented in the form of quantitative statistics. The data will be presented in numerical form.

#### **3.2 Sample and Population**

The population of this study consists of high school students residing in Islamic boarding schools in Yogyakarta, Indonesia, who also receive daily English instruction in the classroom. Additionally, the principal explained that the students already possess basic English skills. They are also involved with TOEFL test preparation to measure their English proficiency. The convenience sampling technique is used for students who are willing to be participants. This study recruited

98 sample participants, 62 students in grade 10 and 36 students from grade 11 who major in science and still reside at a boarding school, experiencing academic stress.

### **3.3 Data Collection Technique**

This section describes the data collection method employed in this study, as well as the instruments used to collect the data.

#### **3.3.1 Instrument**

This research used a questionnaire and scores as the research instruments. The questionnaire used is called the English Learning Motivation Scale (ELMS), developed by Li, Chuang, and Fu (2006). This questionnaire has 27 items. The questionnaire will then be divided into two parts. The first part concerns the respondents, including personal information such as name, gender, age, and telephone number. The second part focuses on reflection questions that require agreement and disagreement answers. The answers have responses based on likert scale, such as strongly agree, agree, neutral, disagree, and strongly disagree. The domain are Expectancy-value in Learning English (EVLE), Instrumental Motivation in Learning English (IMLE), Interest of Foreign Cultures (IFC), Self-efficacy in Learning English (SELE), Supereminence in Learning English (SLE), and Passive Motivation in Learning English (PMLE), which consist of 27 items.

No	Dimension	Number of Item	Item Number
1	Expectancy-value	4	1, 2, 3, 4
2	Instrumental Motivation	7	5, 6, 7, 8, 9, 10, 11
3	An interest in foreign cultures	5	12, 13, 14, 15, 16
4	Self-efficacy	4	17, 18, 19, 20
5	Supereminence	4	21, 22, 23, 24
6	Passive Motivation	3	25, 26, 27

**Table 3.8 English Learning Motivation Scale**

### 3.4 Reliability

In this study, researchers need to measure the instrument consistency test by collecting descriptive statistical data using SPSS. The purpose of this measurement is to determine the number of instruments or questionnaires that will become items of research questions. The results of the English Learning Motivation Scale by Li, Chung & Fu (2006) show the reliability of motivation in learning English.

Cronbach's Alpha	N of items
.803	27

**Table 3.1 The reliability test result**

### **3.5 Data Collection Procedure**

This section describes the data collection procedures for the independent and dependent variables. For the independent variable, which focuses on motivation in learning English, the first step was to obtain the students' permission to complete the questionnaire. The researcher transformed the English language questions into a printed questionnaire. After obtaining consent, students completed the questionnaire manually on paper. For the dependent variable, data collection was conducted by obtaining permission from the principals and teachers of 10th- and 11th-grade students to access their report cards. The required respondents were 100 students, and the sample data was taken from grade 11, as it provided the necessary qualifications.

### **3.6 Data Analysis Technique**

The data for this study were collected using the methods outlined in this section, and the analysis was conducted with Microsoft Excel and SPSS software. Pearson's correlation was used to analyze the data and determine the mean, frequency, and standard deviation. To assess the correlation, if the Sig. (2-tailed) If the value is greater than 0.05, it indicates no correlation between the motivation for learning English and general English competence. Conversely, if the Sig. (2-tailed) A value less than 0.05 indicates a significant correlation, and the hypothesis regarding the

relationship between motivation in learning English and general English competence is accepted.

### **3.7 Hypothesis**

Dependent variable (DV) : Motivation learning English

Independent variable (IV) : General English competence

The hypotheses:

H<sub>0</sub> = There is no correlation between motivation in learning English and general English competence in Islamic boarding schools.

H<sub>a</sub> = There is a correlation between motivation in learning English and general English competence in Islamic boarding schools.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results from questionnaires completed by students at an Islamic boarding school in Yogyakarta.

#### 4.1 Research Findings

The main objective of this study is to empirically investigate the relationship between English learning motivation and the level of general English competence among students enrolled in an Islamic boarding school in Yogyakarta.

##### 4.1.1 English Learning Motivation Scale

###### 4.1.1.1 Expectancy-value in learning english

Items	Mean	Std.Deviatio
I believe if I make efforts, my English is sure to be good	4.64	.523
I think learning English increases my self-confidence	4.40	.743
I think learning English makes me happy	4.07	.815
I think having good English is an honor	3.95	.842

**Table 4.1 Descriptive Statistic of Expectancy-value**

The highest motivation score for expectancy value within the component was attributed to English language students' argument that increased effort increases their confidence in the English language. This was reflected in item number 1, which recorded the highest mean score was (M = 4.64, SD = 0.523). On the other hand, the lowest is (M =3.95, SD = 0.842). That means the students think that having good English is not an honor, but also that their effort to learn English will make their English very good.

**4.1.1.2 Instrument Motivation**

<b>Items</b>	<b>Mean</b>	<b>Std.Deviatio</b>
I learn English because it is beneficial to job-haunting in the future	<b>4.48</b>	<b>.721</b>
I learn English because it is useful for studies and tests	<b>4.61</b>	<b>.530</b>
I learn English because I can make friends with English speakers	<b>4.17</b>	<b>.774</b>
I learn English because it is convenient for me to travel overseas	<b>4.30</b>	<b>.763</b>
I learn English because English is a global language	<b>4.56</b>	<b>.659</b>
I learn English because it is useful for reading English books, newspapers, magazines and comic books	<b>4.37</b>	<b>.854</b>

I think learning English can help me learn different kinds of knowledge	<b>4.41</b>	<b>.686</b>
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**Table 4.2 Descriptive Statistics of Instrument Motivation**

The highest motivation score for the instrument motivation component was the English language students, who argued that learning English is useful for their studies and tests, with the highest score for item number 9 (M = 4.56, SD = 0.659). Thus, the lowest score is (M = 4.17, SD = 0.774), which means that they learn English not only for their studies but also to make friends with English speakers.

#### **4.1.1.3 An Interest in Foreign Cultures**

<b>Items</b>	<b>Mean</b>	<b>Std.Deviatio</b>
I learn English because I am interested in English-speaking countries	<b>4.07</b>	<b>.853</b>
I learn English because I am interested in the people and things in English-speaking countries	<b>4.17</b>	<b>.874</b>
I learn English because English is special language	<b>3.92</b>	<b>.904</b>
I learn English because English is melodious	<b>3.69</b>	<b>.957</b>
I learn English because English is beautiful	<b>4.08</b>	<b>.833</b>

**Table 4.3 Descriptive Statistics of an Interest in Foreign Cultures**

The highest motivation score for the interest in foreign cultures component was for the English language; participants indicated that they are interested in the

people and things in English-speaking countries, with the highest mean score for item number 13 ( $M = 4.17$ ,  $SD = 0.874$ ). On the other hand, the lowest mean score is item number 15 ( $M = 3.69$ ,  $SD = 0.957$ ), which means the students learn English not because English is melodious.

#### 4.1.1.4 Self-Efficacy

Items	Mean	Std.Deviatio
I learn English because I may move to English-speaking countries someday	3.97	.989
I learn English because I may work in an speaking country someday	4.04	.930
I think learn English can make me a get a lot of praise, compliments and encouragement.	4.06	.835
I think have good English can make more friends.	4.22	.806

**Table 4.4 Descriptive Statistics of Self-Efficacy**

The highest motivation score for the self-efficacy component was the English language students, who argued that if they have good English, they can make more friends, and they can exchange more knowledge with international friends, with the highest mean of item number 20. The score was ( $M = 4.22$ ,  $SD = 0.806$ ), and the lowest self-efficacy component score was ( $M = 3.97$ ,  $SD = 0.989$ ), which means students are not moving to English-speaking countries someday.

#### 4.1.1.5 Supereminence in Learning English

Items	Mean	Std.Deviatio
I learn English because English-speaking countries are powerful nations nowadays.	4.22	3.196
I learn English because many successful people can speak English.	4.11	.983
I think a leader should be able to speak English.	3.90	.947
I think it is behind the times if someone does not learn English.	3.49	.997

**Table 4.5 Descriptive Statistics of Supereminence in Learning English**

The highest motivation score for the supereminence component was the English language. Students argue that they learn English because English-speaking countries are powerful nations nowadays, and it is beneficial to access new knowledge with technological information with the use of English proficiency and also wider career opportunities with the highest mean score of item number 21 ( $M = 4.22$ ,  $SD = 3.196$ ). Thus, the lowest mean score is ( $M = 3.49$ ,  $SD = 0.997$ ), which means that students think they will be behind the times if they do not learn English.

#### 4.1.1.6 Passive Motivation

Items	Mean	Std.Deviatio
I learn English because it makes me understand English movies, programs, and cartoons.	4.28	.770
I learn English because everyone learns English.	3.32	1.181
I think learning English is related to intelligence.	4.11	.848

**Table 4.6 Descriptive Statistics of Passive Motivation**

The highest motivation score for the passive motivation component was the English language students, who argue that understanding English movies, programs, and cartoons is comfortable and flexible when they learn English. It is show by (M = 4.28, SD = 0.770). On the other hand, the lowest mean score is (M=3.32, SD = 1.181), which means the students learn English because everyone learns English.

#### 4.1.2 General English Competence

	N	Minimum	Maximum	Mean	Std.Deviatio.
Academic transcript	98	76	90	80.85	3.665

**Table 4.7 Descriptive Statistic of General English Competence**

	N	Minimum	Maximum	Mean	Std.Deviatio.
Kelas 10A	32	77	89	80.19	3.287
Kelas 10B	30	76	89	79.33	3.661
Kelas 11 Mipa	36	78	90	82.69	3.267

**Table 4.8 Descriptive statistics of General English Competence**

The highest motivation score for the general English competence was that the English language students think GPA scorers include learning all English skills, such as reading, writing, speaking, and listening, with the highest average score of 90. On the other hand, the lowest score is 76, which means students did not study all of the items for English proficiency. Quantitative data collection has shown that the boarding school has prepared grade 10 students to take the ITP test. Therefore, data collection uses only the grades from the second-semester report cards due to the current motivation.

#### **4.1.3 Correlation**

Pearson correlation was used to explain the relationship between motivation in learning English and general English competence.

#### **Correlation**

	Motivation in learning English	in	General English competence
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Motivation learning English	Pearson correlation Sig. (2-tailed) N	1 98	-044 668 98
General English competence	Pearson correlation Sig. (2-tailed) N	-044 668 98	1 98

**Table 4.9 Result of Pearson Correlation between English Motivation and English Competence**

This result, with a Pearson correlation coefficient of -0.44, indicates that there is no significant correlation, as the Sig.(2-tailed) value of 0.668 is greater than 0.05. From the flag below the table, the correlation is not significant, and there is no relationship between motivation in learning English and English competence. Therefore, motivation is not significant in terms of their general English competence. Probably, if not Islamic boarding school students or high school students, it can be significant. In addition, there is no significant correlation; H<sub>0</sub> is accepted and H<sub>a</sub> is rejected.

## 4.2 Discussion

This study aims to explore the relationship between English learning motivation (ELM) and general English competence. This study involved 98 students from grades 10 and 11 at an Islamic boarding school. The findings show that the Pearson correlation coefficient value is -.044, and the p-value is 0.668. Since the p

value is higher than 0.05, it can be concluded that there is no significant relationship between motivation in learning English and general English competence of the participants. Therefore, in this study, the  $H_a$  is rejected and  $H_0$  is accepted. This study's findings contradict those of Nursiwan (2024), who conducted a correlational study on ELM and students' TOEFL scores in several public high schools in Indonesia. The result showed that there was a significant relationship between the two variables. Furthermore, Sun and Fadri (2023) also conducted a correlational study on English learning motivation and intercultural competence in Indonesian senior high schools and discovered that there was a significant relationship between the two variables. Both previous studies show contrasting results despite using similar instruments to measure the ELM, because the dependent variables are different, namely intercultural competence and TOEFL scores.

This study differs as it examines the relationship between English learning motivation and general English competence within the context of an Islamic boarding school, and as mentioned above, the relationship between both variables was proven insignificant. The result was caused by several possible factors. First, students most likely already have good competence in English; thus, their ELM scores did not necessarily have an impact on their general English competence scores. This point was confirmed by the teacher and the school principal during pre-data collection observation. They mentioned that the students of this Islamic boarding school basically have good English competence, as they have already been prepared since

the earlier grades. It was confirmed by Getaye et al (2025) this may be attributed to the intensive exposure to English learning and continuous practice from previous educational levels, which enabled them to maintain a high level of competence regardless of their ELM scores. Then, there are other aspects that need to be considered, namely intrinsic and extrinsic. If the intrinsic motivation to learn English is strong, extrinsic motivation will not really have an impact on students' performance (Baharuddin & Hardianto, 2025). This appearance from motivation score from passive motivation that students argue that understanding English movies, programs, and cartoons is comfortable and flexible when they learn English. It is show by ( $M = 4.28$ ,  $SD = 0.770$ ). The instrument used in this research to measure motivation does not include the aspect of intrinsic and extrinsic motivation; hence, the result does not show whether or not there is a significant relationship between the variables. It is possible that in the context of this study, motivation is not the only determinant of general English competence, as other aspects, such as a good teaching method from the teacher and relevant, comprehensive material, are also important. Therefore, the students' motivation in learning English and their general English competence are probably correlated with another aspect not included in this study (Romadlon & Annasih, 2021)

## **CHAPTER V**

### **CONCLUSION**

This study explored the relationship between motivation in learning English and general English competence among students in Islamic boarding schools in Yogyakarta. The findings, derived from Pearson's correlation analysis, indicated no significant positive correlation between motivation for learning English and general motivation for English. Pearson correlation coefficient of -0.044 and a significance value (Sig.) of 0.668, which is greater than 0.05, the alternative hypothesis ( $H_a$ ) was rejected, and the null hypothesis ( $H_0$ ) was accepted. This outcome contradicts some previous research, such as that by Sun and Fadri (2023) and Nursiwan (2024), which reported a relationship between motivation and English competence or TOEFL scores. Several reasons might explain this difference in Islamic boarding schools. Students may maintain good English skills even with lower motivation, provided they are accustomed to effective teaching methods, helpful learning materials, or a strong motivation that overcomes external pressures. For example, while students showed high "expectancy-value" in learning English, meaning they believed effort would improve their English (average score: 4.64, standard deviation: 0.523), this belief didn't strongly predict their actual English competence (average score: 80.85, standard deviation: 3.665). That suggests that a student's belief in their effort alone

doesn't guarantee a direct impact on their English competence in this specific environment.

Although this study found no correlation between motivation and general English competence, it does not mean that motivation is not important. Previous research has revealed a relationship between motivation for learning English and general English competence. Therefore, even if students' English skills tend to remain stable, schools should still encourage and maintain their motivation. This is especially important in the context of Islamic boarding schools, ensuring that both motivation and general English competence remain steady until graduation.

It is supported that teachers and school administrators not only focus on enhancing students' learning motivation but also foster a conducive and enjoyable learning environment. Teachers should be provided with consistent guidance to support the development of students' English competence. Furthermore, educational institutions, particularly Islamic boarding schools, are encouraged to actively engage in supplementary programs, such as English clubs, group discussions, and the integration of English-based digital media, to strengthen students' language skills further. For future research, it is advisable to include a larger and more diverse sample from various schools to obtain more representative findings and to examine better the strength and significance of the relationship between motivation in learning English and general English competence.

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## APPENDIX 1

Statements 1–27 Use an agreement scale: **1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree**

**Table 3.1 Data questionnaire items**

Items	Statements	1	2	3	4	5
<b>Expectancy value in learning english</b>	I believe if I make efforts, my English is sure to be good					
	I think learning English increases my self-confidence					
	I think learning English makes me happy					
	I think having good English is an honor					
<b>Instrument Motivation</b>	I learn English because it is beneficial to job-haunting in the future					
	I learn English because it is useful for studies and tests					
	I learn English because I can make friends with English speakers					
	I learn English because it is convenient for me to travel overseas					
	I learn English because English is a global language					
	I learn English because it is useful for reading English books, newspapers, magazines and comic books					

	I think learning English can help me learn different kinds of knowledge					
<b>An Interest in Foreign Cultures</b>	I learn English because I am interested in English speaking countries					
	I learn English because I am interested in the people and things in English speaking countries					
	I learn English because English is special language					
	I learn English because English is melodious					
	I learn English because English is beautiful					
<b>Self-Efficacy</b>	I learn English because I may move to English speaking countries someday					
	I learn English because I may work in English speaking country someday					
	I think learn English can make me a get a lot of praise, compliments and encouragement.					
	I think have good English can make more friends.					
<b>Supereminence in Learning English</b>	I learn English because English-speaking countries are powerful nations nowadays.					
	I learn English because many successful					

	people can speak English.					
	I think a leader should be able to speak English.					
	I think it is behind the times if someone does not learn English.					
<b>Passive Motivation</b>	I learn English because it makes me understand English movies, programs, and cartoons.					
	I learn English because everyone learns English.					
	I think learning English is related to intelligence.					

## APPENDIX 2

No	NISN	Nama	JK	Semester 2	Nilai Rapor
1	3097137487	A. Najwa Ulil Mumtazah	PR	2	77
2	0091983851	Aira Keisya Aqillah	PR	2	79
3	0085680970	Aisya Hanani Kusumo	PR	2	84
4	0098929564	Alya Aziza	PR	2	82
5	3090603319	Aminah	PR	2	77
6	0071963770	Anggun Herwiyanti	PR	2	77
7	0081624128	Annisa Whitney Prasetyaningsih	PR	2	77
8	0082171418	Aprilia Pangestu Dwi Pratiwi	PR	2	79
9	0094645220	Aqila Yumna Khoirunnisa	PR	2	83
10	0099657800	Ayesha Prissya Faushtina	PR	2	89
11	0083335663	Elvha Ollivya	PR	2	77
12	3099684017	Etika Nur Afifah	PR	2	82
13	0094436165	Fathia Hasna	PR	2	80
14	0077033801	Fatimah Nur Aliyah	PR	2	77
15	3084638499	Fauziyyah Nurul Izzah	PR	2	77

16	0097844366	Ghaida El Kautsar	PR	2	78
17	0077307071	Henna Sumia Munisa	PR	2	81
18	95115454	Inas Nuha Nabila	PR	2	88
19	87040347	Khairu Salamah	PR	2	77
20	99704521	Khansa Ibtisama Dhia Tsabita	PR	2	83
21	99461754	Khansa Kayyasah Hawadah Maimunah	PR	2	81
22	85262167	Lisaana Shidqin Aliyya Hasibuan	PR	2	78
23	87331203	Luthfi Abghi Hanifa Syukria	PR	2	80
24	96601914	Maimunah	PR	2	77
25	3086039914	Najma Feyza	PR	2	84
26	97065988	Orchida Widyaiswara Humaida	PR	2	83
27	81971652	Raissya Sandya Tirta	PR	2	83
28	95766108	Ronaa Salsabila Jati Riyanto	PR	2	80
29	85817176	Rumaisha Halwa Azizah	PR	2	80
30	82607157	Tsaqifa Abidatushalihah	PR	2	82
31	88879360	Tsurayya Sada	PR	2	77
32	86631217	Ummairoh Imannur Hasanah	PR	2	77

33	3093175345	Adelia Cantik Candra Rahman Matoka	PR	2	89
34	84078746	Aini Almardhiyah	PR	2	78
35	91169302	Aisira Ghinan Kirani	PR	2	76
36	3090218167	Alya Kamilia Khanza	PR	2	80
37	95802612	Athifa Salsabila Putri Andefi	PR	2	79
38	81881687	Evliya Izzati Haniya	PR	2	84
39	83441597	Farah Fathimah Az Zahra	PR	2	77
40	93653956	Fathiya Salsabila Khusna	PR	2	83
41	67783354	Fauziyyah Fie Ramadhani	PR	2	76
42	98235025	Ghaida Zakya	PR	2	76
43	95469275	Gina Nur Agni	PR	2	79
44	93902050	Hafshah Azzahidah	PR	2	78
45	69931523	Hasya	PR	2	76
46	89675806	Indy Fayruz Kamila	PR	2	79
47	3097354246	Jihan Kamilah Baradja	PR	2	76
48	3082036915	Lana Azkiya Rosmada	PR	2	77
49	91686701	Mahira `Auni	PR	2	76

50	95820556	Nadhifa Farras Hamida	PR	2	77
51	85111186	Naura Aisy Larasati	PR	2	82
52	3096708050	Naura Shofwa Jauhara	PR	2	86
53	74591260	Naurah Rahadatul' Aisy Amrullah	PR	2	79
54	3092549259	Nusaibah	PR	2	79
55	94910518	Rini Najma Azka Amaly	PR	2	79
56	85751189	Rizqi Calya Saputri	PR	2	77
57	81364859	Sabrina Luvadya	PR	2	76
58	84491114	Saffanah	PR	2	82
59	89786206	Umniya Himaya Rahma	PR	2	76
60	85795128	Yasmin Kaila Ardani	PR	2	77
61	91019268	Zhafira Nur Kamila	PR	2	87
62	86516314	Zirly Dabid Syahadah	PR	2	84
63	83491334	Aisyah Azzahra	PR	2	84
64	82289281	Aisyah Natara Abyan	PR	2	80
65	87150619	Aqila Hilyatur Rahmah	PR	2	85
66	76324652	Asmaa	PR	2	86
	76808139	Atikah	PR	2	81

67					
68	72518581	Auliya Roudhatul Jannah	PR	2	83
69	75406221	Az Zahra Laily Ulya	PR	2	86
70	82080811	Azmi Afifah Ahmad	PR	2	89
71	81769169	Az-Zahrah Prismi Iswandari	PR	2	81
72	81309396	Fadya Lutfya Maliha	PR	2	86
73	7174067	Fanissa Haura Nurazizah	PR	2	81
74	82972757	Fariza Nafila Ajwa	PR	2	80
75	71523671	Fatima Azzahra Maryata	PR	2	88
76	73465140	Fatimah Azzahra	PR	2	82
77	75835808	Hafidzoh	PR	2	80
78	76553680	Hanifah Azka Mutmainah	PR	2	90
79	85830168	Humairaa Nurichtizzah Anshari Utomo	PR	2	80
80	86646184	Ishma Karima Sujada	PR	2	81
81	83098586	Lutfia Azam	PR	2	78
82	97379868	Nafisa Aulia Zulham	PR	2	81
83	71654561	Nafisa Shofwa Salsabila	PR	2	78

84	78752354	Nahjul Muafiyyah	PR	2	79
85	88110077	Naila Alif Azumah	PR	2	87
86	85592946	Nasywa Zabrina Nur Azalia	PR	2	79
87	84871033	Naura Damsa Fakhira	PR	2	86
88	77248947	Nayla Nur Afifah	PR	2	79
89	84890885	Qonita Alya Mukhbita	PR	2	81
90	78462335	Rahma 'Aisya	PR	2	80
91	78952181	Ratu Balqis Liandra	PR	2	80
92	87676590	Rifaya Elya	PR	2	83
93	74581411	Rufaidah	PR	2	85
94	85026615	Salsabila Azkiyatunurul Huda	PR	2	84
95	79069520	Syifa Annisa Kurniawan	PR	2	81
96	3073998325	Zafira A. Mahezwaru Nayu	PR	2	85
97	87612137	Zafira Zulaiha Zain	PR	2	81
98	88320200	Zalfaa Azdah Rafifah	PR	2	87