

Analysis of the Relationship Between Learning Motivation and English Learning Achievement

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Article History

Received : June 27th, 2026

Revised : July 23th, 2026

Accepted : August 03th, 2026

Abstract: Learning motivation is one of the factors that influence students' success in achieving academic achievement, especially in English. Low learning motivation can cause students to be less active, less diligent, and less enthusiastic in participating in the learning process, resulting in low learning achievement. This study aims to analyze the relationship between learning motivation and English learning achievement based on various theories and previous research results. The study uses a qualitative approach with a library research type. Data were collected through documentation studies by reviewing books, journal articles, theses, and other relevant scientific sources. Data analysis was carried out using descriptive-analytical techniques through the stages of data collection, filtering, grouping, analysis, and interpretation. The results of the study indicate that learning motivation has a positive relationship with English learning achievement. Students who have high intrinsic and extrinsic motivation tend to be more active in learning, more disciplined in learning, and more consistent in developing English language skills, thus achieving better learning achievement. In addition to motivation, learning achievement is also influenced by initial abilities, learning strategies, the learning environment, and family support. This study shows that increasing learning motivation is one of the efforts that can support improving students' English learning achievement.

Keywords: English, Learning Motivation, Learning Achievement.

INTRODUCTION

Education plays a crucial role in improving the quality of human resources. Through education, students acquire the knowledge, skills, attitudes, and values necessary for life. Education also serves as a means of developing individuals capable of critical, creative, and adaptive thinking in the face of changing times. Advances in science and technology require students to possess increasingly diverse competencies. One such competency that needs to be developed is foreign language proficiency, particularly English. Therefore, English language learning is a crucial component of education at all levels.

English has developed into an international language used in various fields, such as education, technology, economics, business, and global communication. Mastery of English provides students with broader opportunities to obtain information from various

international sources. Furthermore, English language proficiency is also a skill needed in the workplace and higher education. This situation demonstrates the strategic value of English learning in preparing students to face global challenges. Therefore, the English learning process must be implemented effectively to achieve learning objectives. Learning success depends not only on the material taught, but also on students' readiness to learn.

English language learning aims to develop students' ability to understand and use language as a means of communication. The learning process includes mastery of four language skills: listening, speaking, reading, and writing. (Dalimunthe & Ikawati, 2025). Mastering these four skills requires continuous practice and active student involvement. However, in practice, many students still consider English a difficult subject to understand. This difficulty can be caused by limited vocabulary, grammar, or a lack of opportunities for practice. As a

result, the learning process often fails to produce optimal learning outcomes.

One factor that influences students' success in learning English is learning motivation (Andriani & Rasto, 2019). Learning motivation is a drive that comes from within and outside of students to carry out learning activities seriously. High motivation will encourage students to be more active in participating in learning, completing assignments, and trying to understand the material being studied. Conversely, low learning motivation can cause students to be less enthusiastic, lack confidence, and give up easily when facing learning difficulties. These conditions will affect the quality of the learning process undertaken by students. Therefore, learning motivation is one of the important factors in the success of English learning.

Learning achievement is the outcome attained by students after participating in the learning process for a specific period. Learning achievement reflects the level of mastery of knowledge, skills, and competencies that students have acquired. In English learning, learning achievement is usually measured through evaluation results that include the ability to understand material and use language appropriately. Students with high learning achievement generally demonstrate a better understanding of the material they have learned. Conversely, students with low learning achievement still require more intensive guidance and practice. Learning achievement is influenced by various factors, both from within the students themselves and from their learning environment (Hasibuan et al., 2020).

The relationship between learning motivation and academic achievement has been widely discussed in various educational studies. Learning motivation encourages students to study more diligently, with discipline, and consistently to achieve learning goals. Highly motivated students tend to utilize their learning time effectively and persist in facing difficulties. Conversely, low-motivated students generally exhibit less than optimal learning participation, resulting in lower learning outcomes. This relationship suggests that learning motivation plays a role in shaping students' learning behavior (Fernando et al., 2024). Positive learning behavior can further contribute to English language learning achievement.

Various previous studies have shown that learning motivation has a positive relationship with English learning achievement. Both intrinsic and extrinsic motivation influence students' enthusiasm for learning. In addition to motivation, learning achievement is also influenced by initial abilities, learning strategies, the school environment, family support, and learning facilities (Hanim et al., 2026). Differences in these factors cause the level of learning achievement of each student to vary. The results of previous studies suggest that learning motivation is a variable worthy of study in efforts to improve the quality of English learning. Studying the relationship between these two variables can also enrich the development of educational theory and practice.

Based on the above description, a study on the relationship between learning motivation and English learning achievement is important. This study aims to describe the relationship between learning motivation and English learning achievement based on various theories and previous research results. The results of this study are expected to provide a more comprehensive understanding of the importance of learning motivation in the English learning process. Furthermore, the results of this study can serve as a reference for teachers in designing learning strategies that can increase student learning motivation. This study is also expected to be a consideration for schools and parents in supporting student learning success. Thus, this research is expected to provide a conceptual contribution to the development of more effective and high-quality English learning.

METHOD

This study uses a qualitative approach with library research to examine the relationship between learning motivation and English learning achievement. This approach was chosen because the research focuses on examining concepts, theories, and previous research findings that discuss the relationship between the two variables. The research data was obtained from various relevant literature sources, such as books, scientific articles, national and international journals, undergraduate theses, and other scientific sources related to learning motivation and English learning achievement.

Data collection techniques were conducted through documentation studies by identifying,

collecting, and reviewing various literature relevant to the research focus. Sources were selected based on their relevance, credibility, and relevance to the research theme. The literature used included theories on learning motivation, learning achievement, factors influencing both, and previous research examining the relationship between learning motivation and English learning achievement.

The data analysis technique used was descriptive-analytical analysis. The analysis stage began with an inventory of various data and information obtained from library sources, then filtered the data according to the research focus. The selected data was then systematically organized to facilitate the review and interpretation process. Afterward, the researcher described various concepts regarding learning motivation and English learning achievement, then analyzed the relationship between the two variables based on published theories and research findings.

In the interpretation stage, the researcher connected various theories and previous research findings to gain a comprehensive understanding of the relationship between learning motivation and English language achievement. The analysis also aimed to identify factors that strengthen and influence the relationship between the two variables in the learning process. Through these stages, this research is expected to provide a more in-depth understanding of the importance of learning motivation in supporting English language achievement and serve as a reference for the development of research and learning practices in the field of education.

RESULTS AND DISCUSSION

The Concept of the Relationship between Learning Motivation and English Learning Achievement

Learning motivation is a psychological factor that plays a crucial role in determining student success during the learning process. Motivation serves as a driving force that drives students to learn, achieve goals, and maintain learning efforts despite facing various difficulties (Wijayati et al., 2025) . Meanwhile, learning achievement is the result obtained by students after participating in the learning process for a certain period of time. Learning achievement reflects the level of mastery of knowledge, skills, and attitudes that have been achieved in

accordance with learning objectives. Therefore, learning motivation and learning achievement are two interrelated aspects of the educational process (Maman, 2018) .

The relationship between learning motivation and academic achievement can be seen from the learning behaviors exhibited by students during learning. Students with high motivation tend to be more active in learning activities, more diligent in completing assignments, and have a desire to understand the material in depth. Conversely, students with low motivation are often less enthusiastic about learning and give up easily when faced with difficulties (Nurmala et al., 2020) . These differences in learning behavior will affect the quality of the learning process experienced by each student. This condition indicates that learning motivation is a factor that plays a role in achieving academic achievement.

In English learning, the relationship between learning motivation and academic achievement is crucial because language mastery requires continuous practice. Students are required to develop their listening, speaking, reading, and writing skills through various learning activities. These activities require willingness, perseverance, and consistency to optimally develop language skills. Students with high learning motivation are generally more willing to try using English, actively practice, and are more resilient when making mistakes. This relationship demonstrates that learning motivation is a psychological factor that plays a role in shaping students' learning behavior, thus contributing to English learning achievement.

The Influence of Intrinsic Motivation on English Learning Achievement

Intrinsic motivation is the drive to learn that arises from within students, without the influence of rewards or pressure from others. This drive can be curiosity, interest in the subject matter, a desire to develop one's abilities, or the satisfaction of successfully understanding a concept. In English learning, intrinsic motivation drives students to learn because they recognize the importance of mastering the language as a foundation for education and daily life. Students are not only focused on grades but also on concretely improving their language skills. This intrinsic motivation tends to be more lasting than external motivation (Urfatullaila et al., 2022) .

Students with high intrinsic motivation typically demonstrate more independent and responsible learning behavior. They seek out various additional learning resources, such as books, articles, instructional videos, and digital media, to deepen their understanding of English material. Furthermore, they are more active in asking questions when they encounter difficulties and are willing to practice their English skills, even if they make mistakes. Mistakes are viewed as part of the learning process, not as obstacles to development. This attitude reflects a strong commitment to achieving learning goals.

Intrinsic motivation influences academic achievement by improving the quality of students' learning processes. An inner enthusiasm for learning encourages students to study consistently, with discipline, and with perseverance in completing various learning tasks. High learning intensity will help students understand English material more deeply and improve their ability to apply their knowledge. This condition enables students to achieve better learning outcomes in various forms of learning evaluation. Intrinsic motivation encourages students to study independently, diligently, and consistently, so that the English learning process can be more effective and support the achievement of better learning outcomes.

The Influence of Extrinsic Motivation on English Learning Achievement

Extrinsic motivation is the drive to learn that originates from outside the student. This motivation can arise through rewards, praise, parental support, teacher attention, a conducive learning environment, or the hope of achieving good grades. In English learning, extrinsic motivation is often a factor that encourages students to participate more actively in learning activities. The presence of support from the surrounding environment can increase enthusiasm for learning, especially for students with low intrinsic motivation. Therefore, extrinsic motivation is one factor that contributes to learning success (Sembiring & Nura, 2022).

Teachers and parents play a significant role in fostering extrinsic motivation in students. Teachers can reward students' learning efforts, provide positive feedback, and create a positive learning environment (Meinda & Munanjar, 2023). Parents can pay attention to their children's learning activities, provide learning facilities, and encourage them to maintain their

enthusiasm for learning English (Kurniawaty et al., 2021). Furthermore, a comfortable school environment and positive peer relationships can also boost students' self-confidence. These various forms of support will strengthen students' motivation to participate in the learning process.

The influence of extrinsic motivation on learning achievement can be seen in increased student participation during learning. Students who receive support from their environment tend to be more active in completing assignments, dare to ask questions, and are more confident when using English. This situation provides greater opportunities for students to develop language skills through various learning experiences. Extrinsic motivation can also trigger intrinsic motivation if provided appropriately and continuously. Support from teachers, parents, and the learning environment strengthens students' enthusiasm for learning, thereby helping to increase their engagement in English learning.

The Role of Teachers in Increasing Motivation to Learn English

Teachers are a crucial component in creating a learning process that enhances students' motivation. In addition to delivering learning materials, teachers also serve as facilitators, motivators, guides, and evaluators during the learning process. In English language learning, teachers are required to create an engaging learning environment that engages students and motivates them to participate enthusiastically. Enjoyable learning reduces students' fear or anxiety when using English. This role of teachers contributes to the growth of students' motivation to learn.

Teachers can improve learning motivation by implementing a variety of learning methods tailored to student characteristics. Teachers can utilize learning media such as videos, songs, educational games, dialogues, and digital technology to make the learning process more interactive. Furthermore, teachers need to provide opportunities for students to actively discuss, ask questions, and practice using English in various learning activities. Appreciating students' learning efforts can also boost their confidence and enthusiasm for learning. Appropriate learning strategies will create a more meaningful learning experience for students (Hanaris, 2023).

The teacher's role is also reflected in their ability to provide guidance to students experiencing learning difficulties. Teachers need to understand the needs, abilities, and characteristics of each student to provide appropriate assistance. A good relationship between teacher and student will create a safe, comfortable learning environment that supports the development of students' potential. A positive learning environment can increase student engagement in various English learning activities. Various learning strategies implemented by teachers can create a more engaging learning experience, increase student participation, and encourage the development of learning motivation in English (Wati et al., 2024).

Analysis of the Relationship between Learning Motivation and English Learning Achievement

The relationship between learning motivation and English achievement can be understood through the learning process undertaken by students during the learning process. Motivation serves as a driving force that encourages students to undertake various learning activities in a focused and continuous manner. Students with high motivation generally demonstrate a commitment to learning, maintain good discipline, and strive to achieve optimal learning outcomes. Conversely, students with low motivation tend to be less active in learning and less likely to utilize available learning opportunities. These differences in motivation levels can impact the quality of each student's learning process (Supriani et al., 2020).

In English learning, learning motivation influences various aspects of learning behavior, such as study frequency, persistence in practice, courage to use English, and willingness to utilize various learning resources. Motivated students will read material more frequently, memorize vocabulary, practice speaking skills, and complete exercises independently. Continuous learning activities will improve understanding of the material and the ability to use English in various situations. Conversely, low learning motivation can reduce the intensity of practice, resulting in less than optimal language development. This learning behavior is one indicator that shows the relationship between learning motivation and English learning achievement.

Analysis of the relationship between these two variables shows that learning motivation does not operate in isolation but interacts with various other factors that influence student learning success. Factors such as initial abilities, learning strategies, teacher teaching methods, the school environment, family support, and learning facilities all contribute to learning achievement. Nevertheless, learning motivation remains a factor that encourages students to utilize various learning resources and develop their abilities. The interaction between learning motivation and these factors shapes the learning process, which is ultimately reflected in students' English learning achievement.

CONCLUSION

Learning motivation is an important factor related to students' English learning achievement. Motivation acts as a driving force that directs students to actively engage in the learning process, demonstrate perseverance in learning, and strive to achieve predetermined learning objectives. The higher a student's learning motivation, the greater their tendency to demonstrate positive learning behavior, thereby supporting better learning achievement. Learning motivation consists of intrinsic and extrinsic motivation, which complement each other in supporting learning success. Intrinsic motivation drives students to learn due to interest, curiosity, and the desire to develop their abilities, while extrinsic motivation comes from external factors, such as teacher support, parental recognition, recognition, and a conducive learning environment. Furthermore, teachers play a crucial role in building learning motivation through the implementation of engaging learning strategies, providing positive feedback, and creating an active and enjoyable learning atmosphere. The relationship between learning motivation and English learning achievement indicates that motivation is one of the factors influencing the quality of students' learning process. Students with high learning motivation tend to be more active in learning, more diligent in practicing, and better able to develop English language skills than those with low learning motivation. Although learning achievement is also influenced by other factors, such as initial ability, learning methods, learning environment, and family support, learning motivation remains

a crucial factor in achieving optimal English learning achievement.

ACKNOWLEDGMENT

The author would like to thank the supervisor, lecturers, family, and all parties who have provided support, direction, motivation, and assistance in the process of compiling this article so that it can be completed well.

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