



A STUDY OF STUDENTS' VIEWPOINTS OF ACHIEVEMENT MOTIVATION IN LEARNING ENGLISH AT KWIK KIAN GIE SCHOOL OF BUSINESS IN NORTH JAKARTA

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Abstract

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The most important aspect in achieving linguistic goals is motivation. The purpose of the research is to learn about the students' motivation for accomplishing their English class goals. Purposive sampling was used throughout the study, which lasted from 2019 to 2021. Thirty students were interviewed carefully and semi-structured for data. The following three questions were posed to all participants: "How confident are the students in achieving good learning outcomes?", "What motivates them to achieve these outcomes?", and "What tactics are used to achieve expected results?" The data was analyzed using the traditional content analysis method. Positive and negative attitudes, intrinsic and extrinsic impulses, and principled eclecticism tactics all lead to good or bad learning results, according to the study. To achieve strong academic achievements, lecturers should promote students' positive attitudes about their learning, increase their integrative and instrumental drives, and use principled eclecticism.

Keywords:

Achievement motivation, attitudes, drives, and strategies, learning outcomes



INTRODUCTION

Every student expects to get the highest learning results after attending lectures for one semester (14 face-to-face). These expectations are based on a number of factors, including their attitude toward face-to-face learning, encouragement to achieve learning outcomes, and the efforts or tactics employed to achieve these outcomes.

However, the expectation of a positive outcome is not always realized. Several factors influence the realization of these learning outcomes. According to Tuckman (1999), the likelihood of achieving a positive outcome is strongly dependent on three primary factors: (a) attitude, (b) encouragement, and (c) strategy. First, attitude refers to one's level of self-assurance in one's capacity to pass a course after fourteen times attending lectures. Second, drive refers to a desire to accomplish specific learning outcomes based on certain values. Finally, tactics are the methods employed to achieve the intended results.

Because each class has its own set of features and backgrounds, each student's accomplishment motivation varies in terms of attitudes, drive, and techniques employed to reach the intended learning goals. As a result of this discrepancy, expectations and actual results will be out of attainment outcome. The misalignment of student expectations and learning outcomes results in a lack of achievement motivation, which leads to behaviors that undermine their ability to attain their goals. These discrepancies encouraged the author to investigate the definition of accomplishment motivation using Tuckman's (1999) three models of achievement motivation: attitudes, drives, and methods. The Kwik Kian Gie Institute of Business and Informatics is the focus of this study, which aims to make it more effective for boosting learning and achieving better learning outcomes.

The question is how students encourage themselves to obtain learning outcomes that are consistent with their goals. Starting with the formulation of the problem and in facilitating discussion in this study, the following questions were raised: (a) how much students believe they get good results from their learning; (b) what drives them to achieve those results, and (c) what strategies or methods are used to achieve the expected results.

The goal of this study is to learn more about (a) student confidence in passing the General English course, (b) motivating students to complete General English courses, and (c) the strategies/methods employed to achieve these outcomes.

The study is aimed to shed light on achievement motivation and offer teachers with information to help them improve their teaching methods and hence improve learning results.

RESEARCH METHODS

This study combines qualitative research with traditional content analysis, with participants chosen with care to provide maximum variance. Students who attend General English courses and are willing to share their thoughts and experiences make up the screening criteria.

Sampling was carried out until the data was saturated, or until ongoing interviews no longer resulted in the extraction of new information. According to qualitative research, interview setting and behavior occur organically in the typical environment, ease of access to students, or participant preferences. "How sure are students that they will acquire good results from their learning?", "What motivates them to get these goals?" and "What learning strategies or procedures are used to achieve the expected results?" are the three posed questions.

All interviews were taped, verbatim transcribed, and evaluated using the "conventional content analysis" method. Semantic units were derived from the handwritten interview after they were read numerous times. The analysis unit was looked at numerous times and categorized based on conceptual and semantic commonalities. The contents are tweaked, and a new category name is assigned.

Finally, in the main categories and subcategories, the researcher and participants had the same level of pleasure and coherence. Quality and performance requirements are checked on data. To ensure the quality of the results, a team-based method to work evaluation is used.

LITERATURE REVIEW

Achievement Motivation

Achievement motivation is a term used to describe a person's desire to engage in achievement behavior, which is determined by the interaction of factors such as the need for achievement, success expectations, and the value of success incentives (Maharjan, 2018). The type of motivational attitude adopted by students toward studying on campus is referred to as the construction of motivational orientation (Lange and Kim, 2021).

Thus, one can participate in lecture assignments for intrinsic reasons, such as because the work is tough, enjoyable, and piques one's interest, or one can participate in institutional assignments for extrinsic reasons, such as to gain external approval or because of the system. It is required in the field of education. (Harter and Connell, 1984, p. 222.) According to Tuckman (1999), achievement motivation in the field of education consists of three generic variables: (a) attitudes or beliefs about their ability to achieve good academic results; (b) the drive or desire to achieve the desired result; and (c) the strategies or techniques used to achieve the desired outcomes (learning outcomes).

Attitudes

According to Oxford Language, attitude refers to 'a settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behaviour'. In addition, Zen and Martino (2007) and Langet (2015) define attitudes as "learnt or acquired predisposition as a result of personal experiences and direct interactions with models or subject within our environment which can be at school or home and which yields certain beliefs and perceptions about the subject."

Langet (2015) and Zen & Martino (2007) divide attitudes into two types: positive and negative attitudes. According to a simple disposition, a 'positive' attitude is a positive emotional disposition toward the subject and a 'negative' attitude is a negative emotional disposition toward the subject. Zan and Martino (2007) reveals that a positive attitude is a state of mind that allows students to envision and expect good things whereas a negative attitude is a disposition, feeling, or manner that is not constructive, cooperative, or optimistic.

Langet (2015) also states that an emotional disposition refers to three dimensions, i.e., emotions, beliefs, (behaviours) and their interaction. Therefore, attitudes are formed by three important aspects: (a) student beliefs and perception, (b) learner's ability and competence, and (c) prior performance and subject ranking.

According to Starks & Patridge (1996), language learning is closely related to the attitudes towards the language (Starks & Paltridge, 1996). Similarly, it is revealed that positive language attitudes let learners have a positive orientation towards learning English. As such attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning. Chamber (1999) asserts that learning occurs more easily, when the learner has a positive attitude towards the language and learning.

The majority of research on attitudes (Tuckman 2014; Zen and Martino, 2007; Cardias et al. 2010; Marcella & Malla, 2016; Addusu & Popescu, 2020) has found that attitude plays an important part in learning and so impacts a student's success in the subject. It means that a positive attitude toward the subject is a crucial educational outcome that should be consistently cultivated regardless of the accomplishment level of the learners who should be directed to bring out their greatest abilities and potentials.

Drives

The second aspect of achievement motivation is drives. In psychology, according to Oxford Language, drives mean innate, biologically determined urges to attain a goal or satisfy a need. Tuckman (1999 and 2014) defines drives as the desire to reach the optimum learning results.

With reference to language learning, Gardner and Lambert (1972) distinguished two types of language learning drives: integrative and instrumental drives. Khan, et al. (2016) reveals that integrative drive is a key component in assisting the student to develop some level of proficiency in a language, when the learner becomes a resident in a new community that uses the target language in its social interaction such as being eager to participate in community activities when given the opportunity, and to interact with members of that community, so they are less likely to drop out of language study in subsequent years.

Khan et al. (2016) states that instrumental motivation refers to acquiring a language as a mean for attaining instrumental goals. In other words, it refers to learner's desire to learn a language to accomplish some non-interpersonal purposes, such as to pass an exam or to advance a career. Learners with an instrumental motivation want to learn a language because of practical or pragmatic reasons, such as getting a salary bonus or getting into college.

The research findings of Teh et al. (2018) and of Hong and Ganapthy (2017) and Tahir et al. (2016) showed that integrative motivation orientation was more dominant among the students and almost all of the students were in the integrative motivational orientation level. Dalgado (2016) reveals that integrative motivation for learning a foreign/second language is the most important factor in English language acquisition because learners are motivated to study the target language because they admire the language and culture of the people who speak the language.

In addition, Adlina Samad, Etemadzadeh, and Far (2012) discovered that students who obtain good or high learning outcomes are more integratively motivated than instrumentally motivated. Meanwhile, according to Al-Ta'ani's (2018) research, students are both interactively and instrumentally motivated to learn English, although instrumental motivation is more important than integrative motivation.

Strategies

The last aspect of achievement motivation is a strategy. According to Oxford Language, a strategy is 'a plan of action or policy designed to achieve a major or overall aim'. Tuckman defines a strategy as the learners' plan or techniques for achieving the desired outcomes.

More specifically, Schumaker & Deshler (1992) defines a learning strategy as an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings. Cohen (2007) states that a language strategy in language learning is a conscious mental activity that contains a goal or intention, an action to reach this goal. Similarly, Hasanbegovic (2006) reveals that learning strategies as students' self-regulated thoughts, feelings, and action which are systematically oriented toward the attainment of their goals.

Oxford (1990) categorized language learning strategies into two main types, direct strategies and indirect strategies. Direct strategies consist of memory, cognitive, and compensation strategies while indirect strategies include metacognitive, affective, and social strategies. This categorization was primarily based on the object of the study. Liu (2008), therefore, reveals that there are three primary categories of learning strategies namely metacognitive, cognitive, and socio-affective learning strategies.

First, the acts that learners do intentionally while actively learning the language are referred to as metacognitive strategies. In this method, learners are involved in thinking about the process of learning while planning, monitoring, and assessing their own learning with the support of this language learning technique. Students utilize metacognitive skills to examine and assess their comprehension of the topic. Second, students' cognitive strategies refer to how they think about their learning and how they grasp and perform new language using a variety of approaches, such as repeating, analyzing, and summarizing. Finally, social/affective techniques refer to methods that students use to learn by interacting with their peers and asking questions of their teachers in order to better comprehend the subject at hand, or by removing barriers to learning.

The results of Castilo and Cordova's (2014) research in Mexico using a mixed method revealed that language learning strategies along with other personal and family complements lead students to reach academic success. Kunasaraphan (2015) in his research in Thailand found that students with high English proficiency behaved in unique ways by optimizing metacognitive, social and cognitive learning strategies to enhance the effectiveness of their language learning. The study of Kaptum et al. (2018) in public secondary schools in Nakuru East Sub-County established positive correlations between self-regulated strategies and student performance in physics. Habok and Maygiar (2018) discovered that metacognitive approaches influence the achievement of language learning objectives. Neroni et al. (2019) in their research using mixed model analyses in the Netherland found that management of time and effort, as well as complex cognitive strategy-use were positive predictors of academic performance. Almoslamani (2022) in his study to university students in Saudi Arabia found that learning strategies are a significant predictor of students' academic achievement.

Academic Achievement or Performance

Steinmayr et al. (2014) defines academic performance/ achievement as performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Phye (1996) reveals that academic achievement refers to knowledge acquired, or skills developed in school subjects, usually determined by test scores or marks given by teachers, or by both.

Similarly, Martinez (2007) has defined academic performance as the product outcome portrayed by the students as a result of exposure to learning and training and has been usually articulated through grades. According to Onifade and Bello (2016), academic performance can be understood as the quantifiable and apparent behavior of a student within a definite period and is an aggregate of scores fetched by a scholar in various evaluations through class tests, mid and end semester examinations, etc.

According to Sternberg (2015), academic performance or achievement is measured as the final score of the student in a certain period of academic year. To put it simply, academic achievement represents performance outcomes indicating the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university).

In this study, academic achievement or performance refers to the expected outcome/result or the final score of General English class obtained by the students in the final exam within the given semester.

Framework and Working Hypotheses

Every student's hope and dream is to achieve good learning results in every subject in general, and in General English courses in particular, in the first semester. According to Tuckman (1999 and 2014), three generic factors of motivation, including attitude, drive to excel, and suitable learning strategies, establish expectations for good learning results.

First of all, research findings from Oroujlou and Vahedi (2011), Bambang and Kadaryanto (2011), Sen (2013), Langet (2015), Zen & Martino (2007), Cardias et al. 2010; Kleebbuaa and Siriparpa (2016), Marcella & Malla, 2016; Addusu & Popescu, 2020) have discovered that attitude plays an important role in learning and thus impacts a student's success in the subject.

Second, in terms of drives, Teh et al. (2018), Al-Ta'ani (2018), Hong and Ganapthy (2017), Tahir et al. (2016), Dalgado (2016), and Adlina Samad, Etemadzadeh, and Far (2012), Adelina et al. (2018) showed that students are both interactively and instrumentally motivated to learn English, although instrumental motivation is more important than integrative motivation.

Finally, Hasanbegovic (2006), Castilo and Cordova (2014), Kunasaraphan (2015), Kaptum et al. (2018), Habok and Maygiar (2018), Neroni et al. (2019), Almoslamani (2022) reveals that learning strategies (cognitive, metacognitive, and socio-affective strategies) are a significant predictor of students' academic achievement. Nevertheless, Taylor (2019) found that successful learners optimized more than one strategy or approach to get the best learning outcomes. It means that students are not fixed on a single standard strategy. Additionally, students select strategies and activities that are suited for each task, context, and learner, emphasizing motivation, and assisting them in becoming self-sufficient and motivated to learn more.

The research working hypothesis might be stated as follows: "Students with good language learning outcomes have positive attitudes, are driven by integrative and instrumental drives, and use a variety of learning approaches or procedures to achieve optimal learning results."

RESULTS AND DISCUSSION

Interviews with first-year students revealed three major themes: attitudes and beliefs, motivating factors, and strategies. Here's a rundown of the students' attitudes, motivations, and learning strategies:

Student Attitude towards General English Learning

Students' responses to questions concerning their level of confidence in their ability to pass the General English course questions can be observed in three answer models. The reason for this is because of their attitudes and views about studying General English. First, students express themselves how they wish, secure in their ability to graduate with satisfactory scores. The following student responses demonstrate this.

"I have so much confidence in my abilities that I will pass this course. And I truly believe that I will pass with a good score. Also, I hope I will get an A for General English." (Student 1).

Aside from the highly anticipated answers, some students have a level of confidence that is less than 100 percent. The following student opinions, for example, demonstrate this:

"The General English test makes me scare about my score because I think my English is not very good. So, I think 85% of my capability to pass this course. When I know IBI KKG has a regulation before we graduate from this institute, we have to get at least a C in this subject. I'm shocked for a moment. But, we can't run anyway from reality. I must study hard for that." (Student 2).

Slightly different from the two groups of answers above, others supplied less persuasive opinions regarding their attitudes and ideas concerning this course, as evidenced in the following statement:

"In response to this question, I do not have really strong confidence in my capabilities. Because I don't know what will happen to me at the final test. Perhaps everything will be okay but no one can predict it. Even though I have already had enough scores to pass this subject, sometimes I have a bad feeling or something ignoring me that I can pass the test." (Student 3)

"I don't believe in my capabilities that I can pass this course because I feel General English is very difficult for me, especially in the previous midterm test, I could not learn English well. I doubt the score I had on my midterm test. My score is below the average and far from the target. The result makes me scared because I find difficulties in learning English. I am afraid and I can't study". (Student 4).

The three kinds of student responses above are all about long-term sentiments, beliefs, and/or behavioral habits. The findings revealed three distinct types of students' views on learning General English. First, a group of students who are quite confident in their abilities to achieve the best possible results in General English. This category consists of students that have an optimistic outlook on life. Students' positive responses to General English courses show that they are confident in their abilities to achieve strong learning outcomes and high grades.

The second group consists of students who are somewhat confident in their ability to learn English, even if their confidence does not reach 100 percent. Third, students respond in the form

of less compelling replies when they are unsure about their capacity to achieve good English learning results. Students' unfavorable responses or attitudes have two logical consequences. On the one hand, this negative attitude motivates these students to work harder in order to achieve the best possible results. This means that students studying General English benefit from this negative mindset.

Furthermore, the student is aware of his talents and does not undervalue the topic, particularly as it is a general foundation course. The negative attitude, on the other hand, is a mindset that students have that makes them feel hopeless and helpless because they believe General English is a difficult topic. Additionally, their English skills are below average. As a result, they rely solely on the lecturer's kindness and compassion in teaching the course.

Negative attitudes stifle performance, sap motivation, and make learning difficult. By removing negative views towards English, there is no assurance that learners will be able to learn English instantly. Negative attitudes stifle, inhibit, and even block learning, growth, and positive transformation.

The findings revealed that most students had a favorable attitude toward studying English (positive attitude). Having a good attitude toward learning is the first step toward becoming a successful learner. Students who have a pleasant attitude when studying are more likely to relax, remember, focus, and assimilate knowledge. Students are open to new experiences and are aware of a variety of learning opportunities.

Students who take General English courses are split into three major types, according to the findings of the study: (a) students with a positive attitude, (b) students with an ordinary attitude, and (c) students with a negative attitude. Because they have favorable attitudes and perceptions about the learning climate, as well as positive attitudes and perceptions regarding the assignments offered by lecturers, students with positive attitudes have more opportunity to learn better. According to Marzano (1992), the learning dimension model's primary premise is that good teachers consistently reinforce attitudes and perceptions in these two categories. Qualified teachers have internalized the techniques and strategies for improving these attitudes and perceptions to the point where they are frequently transparent. Students have assimilated into the educational system and are almost imperceptible to the naked eye.

The findings of this study agree with those of Riza (2011), Kleebbuaa and Siriparpa (2016), and Bambang and Kadaryanto (2011), who all found that attitude is key in obtaining learning outcomes. As a result, teachers must remember that strengthening students' attitudes toward language acquisition is critical to enhancing their reading skills, particularly their comprehension.

This result of this study is also in line with the researches by Tuckman (2014; Zen and Martino (2007); Cardias et al. (2010); Marcella & Malla, (2016); Addusu & Popescu (2020) which indicate that attitude plays an important part in learning and so impacts a student's success in the subject. It means that a positive attitude toward the subject is a crucial educational outcome that should be consistently cultivated regardless of the accomplishment level of the learners who should be directed to bring out their greatest abilities and potentials.

In other words, this finding strengthens Zen & Martino's (2007) and Langat's (2015) viewpoint that students with favorable attitudes tend to have more constructive, cooperative, and optimistic disposition, feeling and manner about the outcome of their language learning. This state of mind facilitates them to get the best result of General English class.

Drives to Get Good Results in Learning General English

Students' responses to questions encouraging them to achieve good learning outcomes in General English can be divided into the following categories. There are personal drives, for starters. The following response model demonstrates this: "receiving an A, GPA 4.00, graduating swiftly from this university, learning to be responsible for my academics, and love English."

Second, there are social and professional motivations to consider. Job requirements, encouragement from parents, encouragement from lecturers, encouragement from friends, not wanting to disappoint parents, lecturers, and friends, feeling of responsibility for those who have

been entrusted to them, showing the best to parents, lecturers, and friends, and gratitude to God for His grace are all examples of this encouragement.

The third type is spiritual/religious drives. Students regard education as a gift or blessing from God, provided to them through their family (parents). As a result, striving for high or good learning results demonstrates their commitment to God. Their goal to achieve good General English learning outcomes stems from their faith in God, who demands that they account to Him.

In a nutshell, these drives can be divided into two categories. To begin, intrinsic drives are demonstrated by a personal desire to acquire an A, an average accomplishment index of 4, and enhance the average achievement index score, as well as the desire to become a great businessman, have a bright future, and be fast. His determination to obtain a scholarship, as well as his passion for English, learning to be a responsible student, and his ability, all contributed to his graduation from this institute. The integrative drive is referred to as this drive.

Extrinsic drives, on the other hand, can be shown in students' responses to questions about English as a requirement for the workplace, support from parents, professors, or friends, and evidence of their faith in God. The findings of this study reveal that both inner and extrinsic motivations influence good or superior learning outcomes (Zang and Goel, 2011).

These findings support Samad, Etemadzadeh, and Far's (2012) findings that students who obtain good or high learning outcomes are more integratively driven than instrumentally motivated. However, based on the responses of students, it appears that the majority of their responses are more instrumental, with few responses leading to integrative encouragement. Al-Ta'ani (2018) discovered the same thing, demonstrating that students who receive integrative and instrumental encouragement have a role in language learning. Students with instrumental drive, on the other hand, play a larger role than students with integrative motivation.

General English Learning Strategies

The first-semester students emphasized the approach or plan as an important component. As previously stated, good learning strategies or approaches are frequently necessary for generating good learning results, according to students. Learning strategies, methods, and techniques are "tactics that students adopt to assist them in the learning process" in order to "reach personal goals," according to the definition.

Learning strategies, in the context of language learning, refer to "a learner approach to learning, in which good language learners take advantage of the various approaches that students use to master language skills, to enhance their learning, achieve specific learning goals, and make learning more enjoyable." easier, faster, and more effective, with the goal of delivering the best possible learning outcomes.

A learning strategy, in simple terms, is an individual way to completing a task. In a nutshell, learning strategy refers to how people organize and employ a set of skills to study information or complete other tasks more effectively and efficiently in school in order to achieve the best possible results (Schumaker & Deshler, 1992).

Students who took the General English course used the following learning strategies: practicing listening skills, watching English television, reviewing previously learned material, studying with other friends, taking English courses, practicing speaking English with foreigners, and praying to God for His assistance.

Students use a variety of learning tactics or techniques to obtain good General English learning outcomes, according to the findings of the study. They aren't hooked on a single method or plan for learning. This is consistent with linguists' belief that there is no single ideal way for everyone in all situations, and that no teaching method is necessarily better to others. Also, applying the same methodology to all learners, who have varied learning objectives, settings, and requirements, is not always practical - or acceptable.

Habok and Maygiar (2018) discovered that metacognitive methods in language acquisition influence the accomplishment of learning objectives. Taylor (2019) adds to this conclusion by stating that an experienced professional language teacher always takes a Principled Eclecticism

approach, choosing on the best technique and adapting it to the learner's individual goals, learning style, and situation. As a result, students do not adhere to a single conventional method, but rather adopt a principled eclecticism approach, in which the method is adapted to the learner rather than the other way around. This entails selecting strategies and activities that are suited for each task, context, and learner, emphasizing motivation, and assisting students in becoming self-sufficient and motivated to learn more.

Further Research and Recommendations

Further research can use a quantitative method to look at empirical evidence on how positive-negative attitudes, integrative-instrumental drives, and language learning results are affected. This can be accomplished using a survey research design to obtain a comprehensive picture of the occurrence. By completing these investigations, a clear image and useful evidence for future development can be collected.

CONCLUSIONS

Because students know and comprehend the state of their skills, understanding their ideas and perceptions about their achievement motivation in reaching learning outcomes is widely believed to bring positive benefits for the realization of the teaching and learning process' aims. Three primary domains determine whether or not learning outcomes are achieved.

First, students' belief in achieving a good result is determined by their positive approach toward General English courses. While a negative attitude might motivate students to study more rigorously in order to achieve higher learning outcomes, it can also cause pupils to become irritated and give up on the issue.

Second, personal motivation (excellent grades, GPA 4.00), societal encouragement (parents, friends, and lecturers, becoming great businesses), and professional encouragement (job requirements, better future). all contribute to effective learning outcomes The three motivations are more instrumental than integrative.

Third, strong General English learning outcomes are achieved by students adopting a variety of strategies, methods, or learning techniques to develop their English hearing, reading, and speaking skills. To put it another way, using principled eclecticism leads to the best possible learning outcomes.

To get improved or optimal General English learning results, teachers must increase students' positive attitudes, increase instrumental and integrative encouragement, and encourage the use of principled eclecticism strategies in the teaching and learning process.

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