

THESIS
THE EFFECTS OF MOTIVATION AND ENGAGEMENT IN LEARNING
ON THE STUDENTS' ENGLISH ACHIEVEMENT AT SMP
MUHAMMADIYAH LIMBUNG



MASTER OF ENGLISH EDUCATION
POSTGRADUATE PROGRAM
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

**THE EFFECTS OF MOTIVATION AND ENGAGEMENT IN LEARNING
ON THE STUDENTS' ENGLISH ACHIEVEMENT AT SMP
MUHAMMADIYAH LIMBUNG**

A THESIS

**In Partial Fulfilment of the Requirement
For Magister Degree**

**Study Program
Master of English Language Education**

Written and Submitted by

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To

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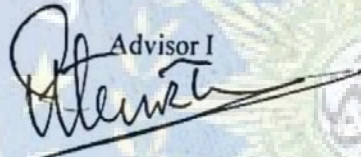
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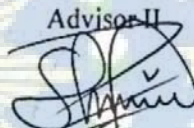
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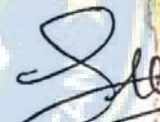
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Sri Wahyuni Amaliah



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ABSTRACT

Sri Wahyuni Amaliah, 2024 The Effects of Motivation and Engagement in Learning on the Students' English Achievement at SMP Muhammadiyah Limbung supervised by Andi Tenri Ampa and Saiful.

This research found out the effects of students' Motivation and Learning Engagement on students' English achievement at SMP Muhammadiyah Limbung. This research used Descriptive Quantitative Research. The data was obtained by using questionnaires filled in by students and the students' final grades in listening and speaking materials. The sample of this research were 88 class VIII students of SMP Muhammadiyah Limbung who were chosen randomly from 363 total population.

The results of data analysis from 88 samples showed that motivation (X1) was good with score 77.09, learning engagement (X2) was good with score 74.56 and students' English achievement (Y) was very good with score 82.26. And the students' motivation in English achievement has a very strong effect with R coefficient was 0.917 in listening skill and 0.903 in reading skill. Also the students' English engagement in English achievement has a very strong effect too with R coefficient was 0.882 in listening, and 0.883 in reading.

Keywords: *Motivation, Learning Engagement, English Achievement, Listening Skill, Reading Skill.*

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CHAPTER I

INTRODUCTION

A. Background

Learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best achievement or learning outcomes (Rafida & Idayani, 2021). In teaching and learning process, students need learning motivation for their spirit in their study. Students who have high motivation will get good learning outcomes. It means that motivation is one of the several things which determines the success of the students in learning. With motivation, students will study harder and have full concentration in teaching and learning process.

Besides that, students' engagement refers to their active participation in learning and mastering a new language (Hiver et al., 2021). Engagement is an important predictor of success. The more students engage themselves in academic activities, the more they will be successful. The fact that students focus on assignments and subjects means that teachers have achieved their intended purpose and students are actively engaged in the learning process. An engaged student dedicates himself to the subject and performs with enthusiasm and care during the learning process because he attributes a value to it.

As Irvin et al. (2007) noted academic motivation and engagement as two related constructs are of high importance for students' increased achievement, advancement, and academic success. Language learning achievement is judged not only by knowledge or skills acquired but also by students' ability to apply and use

the language effectively in real life circumstances. It entails being able to communicate fluently in English, interpret and generate meaningful and coherent materials, and confidently engage with others (Dwinalida & Setiaji, 2022).

Learning English has become a public image for the students that as a difficult subject. It could be one of the factors that effects the students in learning English. According to the English teacher in SMP Muhammadiyah Limbung, the students are actually enthusiastic to learning in reading and listening, but are hampered by students' lack of comprehension during listening lessons, especially when listening audio of native speakers speaking. Even in reading lessons, students sometimes lack confidence when reading because they often make mistakes with pronunciation. As the result, their English achievement is weak.

In order to solve that, students must be actively engaged and show interest in classes to achieve effective learning in school. For this they must be highly motivated and interested in classes. To achieve this, students' motivation levels must first be identified and activities must be planned to promote their active engagement in classes. Therefore, teachers must be aware of their students' motivation levels and employ motivation strategies to ensure their authentic engagement in classes.

There are some previous related findings in this research. First, Ginting (2021) students' academic improvement is aided by learning. One of the most important determinants of successful learning is student involvement. Student involvement is defined as active participation in a variety of academic, co-curricular, or school-related activities, as well as a dedication to achieving learning

objectives. The current research has two main goals. The first step is to learn about the current condition of participation in both online and offline settings. The second goal is to comprehend the factors that influence engagement. The research finishes with pedagogical implications for active learning, classroom flipping, case-based learning, problem-based learning, and peer education as English language teaching approaches.

Second, Diastama, (2021) the research was conducted at a high school in one city in East Java Province, and involved all students of class XI, which amounted to 200 people. Spearman rho analysis technique was chosen to find the relationship between the two variables, and obtained a correlation of 0.466. Based on the results of the study, student engagement is a variable that is needed to increase students' learning motivation, especially during distance learning, where there is no direct supervision. Third, Peng (2021) found that given the undeniable role of English as a foreign language (EFL) students' academic motivation and engagement in L2 success, identifying the antecedents of these positive academic behaviours seems essential. Accordingly, many empirical studies have probed into the impact of students' personal factors on their motivation and engagement.

In addition, according to Lena et.al (2022) the results indicated that motivation in learning English did not influence students' learning outcomes, nor did interest. Moreover, there was a negative connection between motivation and interest and students' learning outcomes. This study enriches the research on motivation and interest in English learning outcomes. Furthermore, it reveals an insight that motivation and interest are not the factors that cause students to succeed

in English courses. Then, Mai et.al. (2023) the findings showed that students have a good level of motivation, engagement and achievement satisfaction. Even though students' motivation is significantly predicted students' achievement, but neither students' engagement nor achievement satisfaction are a significant predictor of students' achievement.

According to some previous related findings above, there are some similarities with this research. First, the using of students' engagement in learning achievement. Second, the using of motivation in learning achievement. And the using of students' engagement and motivation in learning achievement. Besides that, there are some differences in this research related to previous findings. The previous research only focused on motivation and engagement in learning. This research will focus on motivation and engagement in learning on the students' English achievement namely receptive skills. According with the problem and previous related findings above, the researcher interest to conduct the research entitle "*The Effects of Motivation and Engagement in Learning on the Students' English Achievement*".

B. Problem Statement

According to background, the researcher formulates the problem statements below:

1. How are the students' motivation, learning engagement and English achievement at SMP Muhammadiyah Limbung grade VIII?
2. Is there any effect of the students' motivation on the students' English achievement at SMP Muhammadiyah Limbung grade VIII?

3. Is there any effect of the students' learning engagement on the students' English achievement in SMP Muhammadiyah Limbung grade VIII?

C. The Objective of the Research

The aims of this research are to find out:

1. The students' motivation, learning engagement and English achievement at SMP Muhammadiyah Limbung grade VIII.
2. The effect of the students' motivation on the students' English achievement at SMP Muhammadiyah Limbung grade VIII.
3. The effect of the students' learning engagement on the students' English achievement at SMP Muhammadiyah Limbung grade VIII.

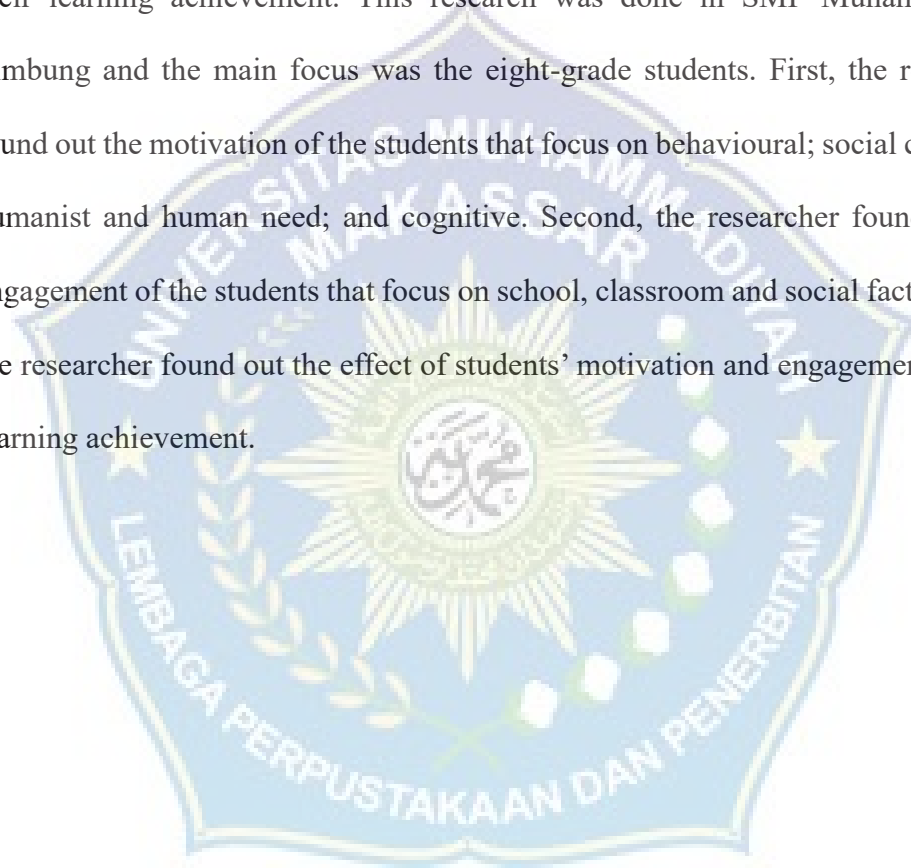
D. Significance of the Research

1. Theoretical Significance
 - a. This research gave the teachers new topic, understanding and reflection about the used and effect of students' motivation and engagement in their learning achievement.
 - b. This research has become a reference to researcher who want to conduct this topic.
2. Practical Significance
 - a. For students, it gave them spirit to learn because of the effect of their motivation and engagement in learning achievement.
 - b. For teachers, it make them know how important of the students' motivation and engagement in increasing their learning achievement.

- c. The researcher, it can develop the knowledge about the students' learning achievement. It also can build the awareness about how important motivation and engagement in learning process.

E. Scope of the Research

This research focused on the effects of students' motivation and engagement in their learning achievement. This research was done in SMP Muhammadiyah Limbung and the main focus was the eight-grade students. First, the researcher found out the motivation of the students that focus on behavioural; social cognitive; humanist and human need; and cognitive. Second, the researcher found out the engagement of the students that focus on school, classroom and social factors. Last, the researcher found out the effect of students' motivation and engagement in their learning achievement.



CHAPTER II

REVIEW AND RELATED LITERATURE

A. Verses of Al-Qur'an and Hadith

In Islam, students' engagement in the learning process is highly emphasized. Motivation in learning can be strengthened through the understanding that knowledge is the path to goodness, piety and self-development. Allah explained in Qur'an Surah Al-Insyirah: 5-6

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۗ

“So, indeed with difficulty there is ease. Indeed with difficulty there is ease”.

This verse teaches that every difficulty we face will be followed by ease. This is a promise from Allah SWT that Allah will not burden the servants beyond their limits, and Allah will provide a way out of every difficulty they face. This verse provides hope and calm for those who believe that behind every difficulty there is ease.

In addition, there is also a hadith that states:

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

“Whoever takes the path to seek knowledge, Allah will make easy for him the path to heaven”.

This hadith has a close relationship with motivation and engagement in learning. This hadith provides encouragement to Muslims to increase motivation in seeking knowledge, because by doing so, a person will receive convenience from Allah SWT. Therefore, this hadith is an incentive for individuals to actively learn

and continue to increase their knowledge, with the belief that their efforts will be rewarded with ease and rewards from Allah SWT.

B. Concept of Research Variables

1. Motivation

a. Definition of Motivation

There are some experts explained about motivation that is discussed in this research. According to Pintrich and Meece (2009: 4) there are three main terms related to the definition of motivation. First is process, motivation is a process rather than a product that may be inferred by action not verbalization. Second, motivation involves goals. Goals provide impetus for action. Last, motivation requires activity both mentally and physically. Thus, motivation is mentally and physically thing that keep us do the activity to achieve specific goals.

Then, motivation is crucial for effective learning, it is argued that students with better motivation usually perform better in school grades (Pintrich, 2003). Williams (2011) also stress that motivation is probably the most important factor that educators can target in order to improve learning. According to Umpung et.al (2022) teachers also have an important part in giving motivation to students before teaching a lesson inside the classroom. Moreover, based on the social-cognitive motivation theories, it is presumed that students' motivational beliefs mediate the relation between students' perceived classroom environment and their engagement.

Motivation is an important thing in teaching learning process to push the students in order to study harder more and grow feeling of spirit in their self for learning. The word of motivation originates from Latin that is “movere” which the meaning is move. This term has a meaning, it is encouragement, direct human behaviour. (Wahyuni, 2011).

b. Theories of Motivation

Motivational perspectives vary significantly based on researchers' theoretical and philosophical inclinations. However, there are evident parallels and convergences among the discussed theories. Furthermore, many of these theories propose similar practical applications, which have important implications for classroom approaches. This underscores the need for teachers to carefully deliberate on the methodologies they emphasize in their classrooms. According to the Educational Psychology for Learning and Teaching (2018) there are some theories of Motivation.

Table 2. 1 Theories of Motivation

THEORIES	BEHAVIOURAL	SOCIAL COGNITIVE	HUMANIST AND HUMAN NEEDS	COGNITIVE
Major Theorist	Skinner	Bandura	Maslow Ryan and Deci	Atkinson, Dewck, Weiner and many others
Major focus	Achievement of desired behaviour through external reward and reinforcement.	Learners have agency and capacity for self-regulation,	Satisfying basic needs achieving self-actualisation	Cognitive processed and emotions, achievement

		leading to personal standards and a sense of self efficacy.	and self-determination	needs and beliefs about causes of success and failure, goal settings.
Classroom applications	Use contingent rewards and punishment	Need to ensure students perceive a link between their efforts and success and build self-efficacy through a realistic sense of abilities.	Needs to be aware of students needs inside and outside the classroom and support students autonomy and self-determination.	Need for teachers to be aware of beliefs about ability and provide accurate/credible feedback.
strengths	Can have positive impact on motivation is absent or tasks are boring.	Increases independence and self-confidence, and holistically focuses on personal behaviour and environmental influences.	Identifies human needs that influence behaviour, school program can address basic needs and teaching approaches can support student autonomy.	Focuses on the individual interpretation of learning perception of own ability as a cause of learning.
weakness	Can encourage surface learning for extrinsic reward may reduce intrinsic motivation	May be difficult to change students negative self-beliefs interventions may take time to take effect.	Concept such as self-actualisation is difficult to define problems in using autonomy strategies may challenge some teachers sense authority.	Can be challenging to address internalised cognitive processed disagree on approaches (for example goal and theory).

1) Behavioural

According to Behaviourists, motivation is primarily driven by effective contingent reinforcement. Therefore, Behaviourists advocate for the utilization of extrinsic reinforcement to encourage students' engagement with tasks. This reinforcement can manifest through praise, gestures like a smile, or tangible rewards. Behaviourists caution against the indiscriminate use of extrinsic rewards, particularly for students already intrinsically motivated or when material items or privileges are employed without other forms of social approval (Landrum & Kauffman, 2006). However, they argue that in cases where intrinsic motivation is lacking and student behavior is challenging to manage, judicious and cautious use of extrinsic reinforce may prove beneficial. Recent studies exploring various types of extrinsic reinforce suggest that certain forms could aid in fostering motivation if applied with care. These researchers have differentiated between verbal rewards, tangible rewards, and expected or unexpected awards.

- a) Verbal rewards encompass verbal feedback or praise, also known as positive feedback. Research distinguishes between two forms of verbal rewards with varying outcomes: contingent and non-contingent verbal rewards. Contingent verbal rewards provide feedback directly related to performance or task execution, serving as a positive motivational tool. An example would be, "You utilized that strategy effectively to solve the problem." On the other hand, non-contingent verbal feedback statements are often utilized for behaviour management or control, such as, "You should keep working hard." However,

the controlling nature of such statements can undermine their intrinsic motivational impact.

- b) Tangible rewards encompass items like trinkets or tokens, such as stickers or food. Early research indicated that these rewards could undermine intrinsic motivation (Wiersma, 1992). Similar to monetary rewards, there is concern that tangible rewards may disrupt learning processes, as learners might focus more on the reward than on their work, potentially opting for easier tasks or cutting corners to obtain the reward (Reeve, 2006). However, research suggests that tangible rewards can support intrinsic motivation when closely aligned with desired behaviour, when the reward is contingent. Non-contingent rewards like trinkets (bracelets, balls, or key-chain tokens) were found to be less effective in motivating students compared to highly contingent rewards such as books, which proved more effective as rewards for reading improvement.
- c) Expected rewards are those presented before task completion; for instance, "If you achieve a certain level or grade, you will earn this prize or reward."
- 2) Social – Cognitive

Social-cognitive explanations of motivation take into account our conscious and regulated cognitive processes, suggesting that these personal cognitive processes interact with and influence our behaviours. However, this theory also acknowledges the reciprocal relationship between our behaviour and the environment, where our behaviour can shape our environment, and vice versa, influencing our cognitive beliefs and behaviours. The concepts of social cognitive such as self-efficacy, goals, values, outcome expectations, and others

are central to several cognitive motivational theories. Moreover, these cognitive theories recognize various sources of influence on individual motivation.

3) Humanist and Human Needs

Needs-based theories of motivation, such as Ryan and Deci's (2000) self-determination theory, have undergone further development. This theory posits that humans naturally strive for a harmonious integration of their internal psychological makeup and their social environment. To achieve this integration, three fundamental human needs must be fulfilled:

- a) Competence refers to the psychological need to feel effective in interactions, encompassing the desire to utilize one's capabilities and conquer challenges.
- b) Autonomy entails an inner sense of an integrated self and an internal locus of causality, reflecting the desire to be governed by our own actions rather than external influences.
- c) Relatedness involves the psychological need to experience emotional connection and closeness with others, fostering the formation of intimate bonds and attachments (Ryan & Deci, 2000).

Self-determination theory also places significant emphasis on extrinsic and intrinsic states of motivation.. According to self-determination theory, extrinsic motivation is not considered an optimal state for individuals. Instead, a truly self-determined individual is described as being intrinsically motivated. This theory suggests that our level of self-determination can be conceptualized on a continuum, ranging from experiencing a motivation (a total absence of

motivation) to being completely self-determined and intrinsically motivated. In contrast, individuals who are not fully self-determined are influenced by various external factors that drive and motivate them.

4) Cognitive

Cognitive of motivation have generated some of the most extensively researched theories in the field. These theories generally acknowledge children as innately active learners, aligning with constructivist or social constructivist approaches. However, the primary focus of this research often centre on understanding the mechanisms that link cognitive processes with academic achievement or performance in school.

1) Achievement motivation theories

Achievement motivation as the learner's inclination to approach success or avoid failure in learning tasks. The approach-success tendency characterizes students with a high need for achievement, who are motivated to engage in an activity if they anticipate success.

2) Self-worth theory of motivation

Self-worth motivation theory to elucidate how self-worth influences students' inclination to avoid failure and safeguard their self-esteem. Covington merged the approach-success and avoid-failure dimensions with the self-worth theory to elucidate learners' behaviour when motivated by the need to protect their self-worth. According to Covington and colleges, all learners, except the most optimistic and success-oriented individuals, are primarily driven by a need to evade failure.

3) Attribution theories

Attribution theories focus on how individuals explain success or failure and how these explanations impact their actions. Example: Jodie might attribute her performance on a history essay to specific factors within her control, stating, "I didn't do so well because I focused too heavily on one source. I'll include more sources next time." This attribution reflects an internal locus of control, where success or failure is attributed to factors within oneself. In contrast, if Ben struggles with his upcoming exams, he might attribute his performance to external factors, saying, "The lecturer always sets bad exams." This explanation points towards an external locus of control, attributing success or failure to factors beyond one's control.

Additionally, these explanations can be categorized based on whether the causes are perceived as stable or unstable. For instance, Jodie's attribution of focusing too heavily on one source suggests an unstable cause, while Ben's attribution of the lecturer always setting bad exams implies a stable cause.

2. Learning Engagement

a. Definition of Learning Engagement

Engagement is a complex construct that can be described at the level of individual, school or classroom. Definition of engagement often focus very narrowly on a few broad behavioural indicators such as school participation often measure by attendance and absence rates.

Student engagement is one of the essential aspects of successful learning. It involves the student's behavioural, cognitive, and motivation to complete the task and achieve the learning objectives (Astin, 1999 et. al). Students' learning engagement can also be explained as students' motivation to learn and evolve in their studies. It is based on students developing levels of concern, passion, curiosity, and confidence when learning or being taught (Deschaine & Whale, 2017). According to Wong and Chong (2018), student engagement is the optimization of students' time management, effort, and other related resources to improve student learning outcomes and experience, as well as institution performance and reputation.

Student engagement is very important in achieving the success of the learning process, especially in learning foreign languages such as English. Student engagement in the learning process refers to the level of attention, curiosity, interest, optimism, and passion shown by students when they are learning or being taught, which can develop to the level of motivation that they must learn and progress in learning (Anita & Susilawati, 2018). Yet, Student engagement has also been describe as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics (Briggs, 2015).

b. Factors Affecting Student Engagement

The consensus is that engagement is context-dependent, meaning it can differ across various settings (Christenson et.al 2012). This implies that numerous contextual elements, including teaching and learning opportunities, expectations,

and support, contribute to engagement. Researchers have been intrigued by the complexity of engagement for the past 25 years, as it is influenced by a multitude of factors. There are three factors of engagement in learning of the students according to Educational Psychology for Learning and Teaching (2018).

1) School factors

Utilizing a stage-environment fit model, McNeely, Nonnemaker, and Blum (2002) analyzed data from the National Longitudinal Study of Adolescent Health, involving over 80,000 US students in grades 7-12. They identified four key school features associated with students' sense of connectedness to school: positive classroom-management climates, participation in extracurricular activities, tolerant discipline policies, and small school sizes.

In summary, this provides a brief overview of school-level factors influencing engagement. It's essential to recognize that these findings pertain specifically to engagement and should not diminish the significance of schools in other aspects of students' lives. For instance, studies on resilient individuals highlight the pivotal role schools play as protective factors Masten et.al (2009).

2) Classroom factors

Teacher-student relationships, predominantly cultivated within classroom settings, significantly contribute to students' sense of well-being and belonging in school. Positive teacher-student relationships become increasingly crucial as students' progress through their academic journey. A recent meta-analysis examining engagement studies revealed that the impact of positive teacher-student

relationships on engagement was most pronounced during the secondary school years.

It is plausible that younger students are more profoundly affected by the absence of a close and warm relationship with teachers due to their continued reliance on close adult attachments. Conversely, adolescents tend to extend their close attachments to peers and friends. Overall, positive and negative teacher-student relationships exerted an effect on students across all age groups and grades, with a greater impact observed among academically at-risk students, particularly those from disadvantaged or minority backgrounds. Hence, the significance of teacher relationships with students, whether positive or negative, cannot be overstated in primary and secondary classrooms.

In conclusion, the classroom environment serves as the arena where teachers wield the power to shape students' motivational journeys and influence their engagement through the lessons and tasks they administer. For many educators, this concept may pose a challenge as we often possess our own intrinsic interests in the subjects we teach, developed over years of learning. Understanding why students may not share the same level of enthusiasm can be perplexing.

3) Social factors

Juvonen et.al (2012) posit that both peer relationship and a sense of belonging are intricately linked to student engagement. Peer relationships not only contribute to feelings of belonging but also characterize student engagement within the school setting. These aspects of peer relationships, sense of belonging, and engagement are influenced by various social factors. Furlong et al. (2003)

offer a comprehensive summary of the social context surrounding school engagement, outlining findings across three main domains, which are further elaborated and updated here:

- 1) Social-emotional factors: Students' interactions with peers and friends significantly impact their adjustment to school and academic performance, largely due to the affective or emotional climate established by these relationships.
- 2) Academic motivation and success: motivation emphasizes the interconnectedness of students' social and academic goals, revealing that pursuit of social goals is closely intertwined with pursuit of academic goals. Adolescents' friendships influence their adoption of prosocial behavioral goals, consequently enhancing motivation and engagement in high school.. Ryan (2000) further demonstrates that peer groups can impact changes in students' intrinsic value for school and achievement.
- 3) Peer groups and social networks: Children's natural peer groups significantly shape their motivation and engagement. Peer groups, or "cliques," often exhibit distinct motivational and engagement profiles, such as the academically-oriented "nerds" and the disengaged "tough" group (Goto, 1997, as cited in Furlong et al., 2003).

3. English Achievement

a. Definition of English achievement

Achievement is an important thing that must be had by every student during they are in education because it can describe their behaviour. Achievement is a result achieved by someone. According to Syah (2010) stated that achievement is a success level of someone in achieving an objective which has been determined in a program. Except it, achievement is the result that was achieved within a certain period by students after learning process. So, achievement is prove reached by someone about his/her ability in working and learning.

Learning is a process that experienced by every individual during he/she is still life. In human activity in daily life never waive from learning activity nearly, either someone does an activity individually or group certainly. According to Smith (2003) learning is viewed as a change in behaviour. In other words, learning is approach as an outcome – the end product of some processes.

Language learning achievement is judged not only by knowledge or skills acquired but also by students' ability to apply and use the language effectively in real life circumstances. It entails being able to communicate fluently in English, interpret and generate meaningful and coherent materials, and confidently engage with others (Dwinalida & Setiaji, 2022). Then, according to Hornby (1989), stated that learning achievement is the result of an individual or group of individuals in a school subject or activity. The term of achievement can also be defined as something which is achieved or done successfully with efforts and skills. Learning

achievement briefly that is a change of behaviour got by the student after experiencing learning activity (Rifa'I, Anni 2011).

Based on explanation above can be said that learning achievement is a thing achieved or produced by student after learning. It is marked with existence of behaviour change that happened in students where interaction in individual bringing change in character, action, deed, and behaviour.

b. Classification of English achievement

The two classifications of skills in learning English are productive and receptive skills. Productive skills refer to speaking and writing skills, while receptive skills refer to listening and reading skills. Students who are learning English should master the four language skills. As cite in Ampa, A. T., & Akib, E (2019) had found that there were differences between the performance of freshmen's productive and receptive skills. Therefore, as a teacher, it is important to know the achievement of the skills in order that the preparatory materials would be matched with the students' needs. By understanding the achievement of students' skills, the materials can be updated to gain the students' success in teaching and learning process.

1) Receptive skills

Receptive skills entail the ability to comprehend and decode spoken or written communication. As Lakshminarayanan & T (2008) elucidate, listening serves as the initial step in responding to communication, involving the continuous process of receiving and interpreting sound to extract meaning, thus facilitating further interaction. Receptive skills serve as the foundation for developing

communication abilities, as understanding others' speech or written expressions is imperative for effective communication to transpire. Therefore, it is essential to nurture receptive skills among English Foreign Language (EFL) students, as exposure to meaningful English texts aids in language input.

Listening and reading share commonalities in that they both involve receiving and comprehending messages conveyed by speakers or writers. The disparity between them lies in the medium used, namely auditory and written forms. However, both the auditory and written systems are essentially linguistic symbols, serving as arbitrary means to convey information from one communicator to another.

As mentioned earlier, receptive skills encompass both listening and reading. Listening skills involve the capacity to perceive, comprehend, analyze, evaluate, and generate meaning from spoken messages conveyed by speakers. Similarly, reading skills entail the ability to capture, understand, analyze, evaluate, and produce meaning from written texts authored by writers. Moreover, the formulation of learning achievements for receptive language skills, encompassing both listening and reading abilities, is integrated into the course design.

a) Listening Skill

The listening ability test evaluates the test takers' capacity to comprehend orally communicated discourse, whether directly from a speaker or via an audio or video recording. This comprehension encompasses grasping general themes, such as the discussed topic or content outline, as well as more detailed elements like actors, settings, timing, and notable aspects. Furthermore, understanding through

listening extends to deeper insights that may not be immediately apparent, requiring the integration of various discourse segments or the deduction of conclusions and implications from the discourse content. Overall, the test assesses the listener's ability to extract meaningful understanding from orally communicated discourse.

To design a listening test, a teacher firstly must determine the objective. Next, the teacher starts designing the tasks and the last is administering the test. According to Brown (2004), there are some test models to assess listening skill. They are as follows:

- a) Recognizing phonological and morphological elements. This kind of test acquires students to recognize sounds and spelling of words.
- b) Paraphrase recognition. In this kind of test, students infer the information based on what they heard.
- c) Question and answer. This kind of listening test is very familiar since it frequently appears in other language skill tests. The students must be able to answer the questions as they find in other language skills.
- d) Listening cloze. This task asks students to listen to a recording and simultaneously read the written text where the selected words or phrases are identified. Students fill in the blanks using the words they hear.
- e) Information transfer. This task requires students to give meaning to a visual such as diagram, pictures, or map direction.
- f) Sentence repetition. In this task, a teacher repeats some sentences or some parts of the sentence. Since this task has ambiguous role whether testing listening or

speaking, before using this testing model, teachers should explain clearly to the students the rules and procedure of using this model.

- g) Dictation. It is most typical listening test. A teacher reads a text repeatedly then the students write down the sentences they hear. Although it has been used for ages, the difficulty in using this model is the word length manipulation.
- h) Communicative stimulus-response. This task is similar to question and answer model. The difference posits on the existence of stimulus given by the teacher.

2) Reading Skill

Reading is commonly understood as the skill of deriving meaning from written text. The processes involved in comprehension define a reader's capacity to employ methods or strategies for understanding written content, while the ultimate assessment of an audience's ability to interpret what they have read is determined by their comprehension outcomes. Proficiency in reading is a crucial competency to cultivate in foreign or second language instruction, as it serves as a means of language input that enriches students' knowledge and enables them to utilize it in productive skills such as speaking or writing sentences.

There are various models of reading tests that educators can employ. Brown (2004) categorizes task performance into four main categories.

- a) Perceptive. It is similar to receptive in listening task. It involves identification of letters, words, punctuation, and other morphological symbols. In this task, bottom-up reading process is implemented.
- b) Selective. This type is very commonly found in reading task. Certain typical exercises are used to assess one's reading identification of vocabulary,

grammatical, or conversational characteristics of text within a relatively brief stretch of language by using pictures, matching, true/false, multiple - choice questions, and so on. Sentences, short paragraphs, and simple graphs and charts are examples of the stimuli that a test designer may choose. Short answers are also expected. It is possible to use a combination of bottom-up and top-down processing.

c) Interactive. Different from the two previous reading tasks, this type uses interactive reading process. It means that there must be interaction between the reader and the text. That is, reading is a negotiation of meaning: the reader comes with a number of schemata to the text in order to comprehend it, and intake is the result of the interaction. Anecdotes, short stories and descriptions, excerpts from literary texts, questionnaires, memoranda, announcements, directions, recipes, and the like are examples of genres that lend themselves to interactive reading. The goal of an interactive task is to find relevant elements (lexical, symbolic, grammatical, and conversational) within somewhat brief texts in order to retain the information being processed.

d) Extensive. Extensive reading means reading longer text such as academic articles, essays, narratives and books. The objective of this type of reading task is to get texts' global understanding, not on smaller linguistic elements such as words or phonemes. It usually implements top-down reading process.

2) Productive skill

Productive skills encompass oral presentations, written analyses, and reports. Additionally, they involve the expression of social values, such as making judgments about written submissions or demonstrating fluency in spoken communication during oral presentations. Speaking and writing, as components of productive skills, as crucial forms of expression utilized for persuasion, conveying ideas, and expressing emotions.

a) Speaking skill

Speaking, as a productive skill in the oral mode, is more complex than it may initially appear, involving more than mere pronunciation of words. It is a skill that is utilized more frequently than writing. The primary function of spoken language is to facilitate social interaction among individuals. Unlike writing, spoken language is generated and processed in real time, providing limited opportunity for speakers and listeners to plan and articulate their thoughts effectively. Speech commonly occurs in face-to-face conversations, characterized by its temporary, spontaneous, and variable nature. Additionally, spoken language is often complemented by non-verbal communication cues such as gestures or facial expressions. (Hossain, M. I. 2015)

In developing speaking skills, students must effectively construct coherent sentences during conversations. One crucial aspect to consider is mechanics, which encompasses pronunciation, grammar, and vocabulary. Pronunciation ensures that students articulate their utterances clearly while speaking. Grammar pertains to the rules governing the arrangement of words in a language, facilitating accurate

expression in both oral and written forms. According to Schmitt, a broad vocabulary is essential as languages consist of numerous words. Limited vocabulary hinders effective communication and expression of ideas in both spoken and written formats. Another crucial aspect of speaking skills is fluency, which refers to the ability to speak or express oneself orally. According to Brown, fluency in speaking is demonstrated when the speaker can convey their message without spending excessive time searching for the language elements necessary to express their thoughts.

b) Writing skill

Writing involves the expression of thoughts or emotions through the written form of a language, comprising words, phrases, clauses, sentences, paragraphs, and discourses. It is essential that the conveyed ideas are articulated using words that accurately convey the intended meaning. These words should be organized systematically into phrases and sentences to ensure clarity and comprehension for the reader. Additionally, sentences are combined to form discourses that convey complete meaning. Understanding the rules of English sentence patterns is crucial, as consistency in language usage facilitates better understanding of the expressed thoughts. Furthermore, considering the elements of writing skills is vital for crafting a well-structured essay. Wilbers as cite in Ampa, A. T., & Akib, E. (2019) proposes five elements of good writing: (1) central idea, (2) organisation, (3) supporting materials, (4) expression, word choice, and point of view, and (5) spelling, grammar and punctuation.

C. Conceptual Framework

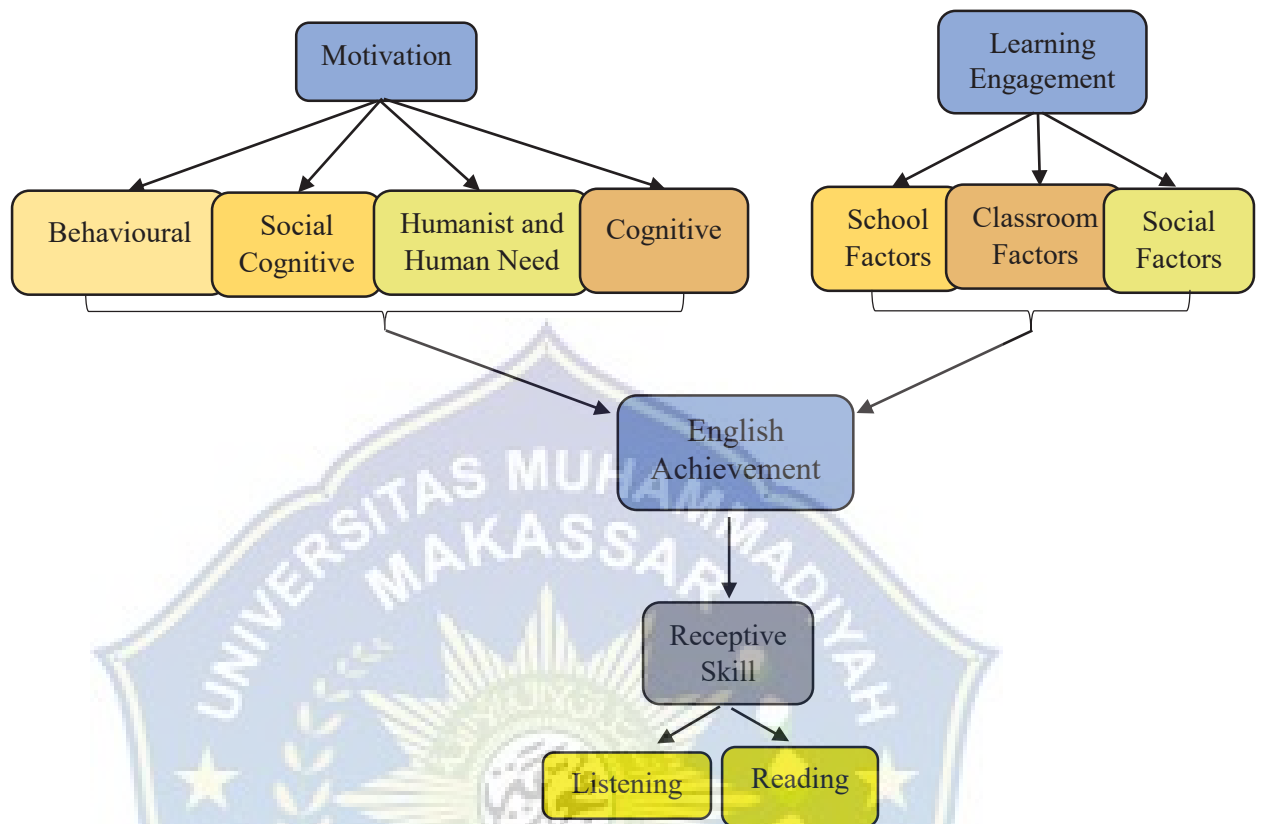


Figure 2. 1 Conceptual Framework

Based on conceptual framework, the researcher focused on English receptive skill, namely listening and reading skills. The researcher provides Likert Scale questionnaire to investigate what students actually think about their motivation and learning engagement. In motivation, the researcher focused on behavioural; social cognitive; humanist and human needs; and cognitive. In learning engagement, the researcher focused on school, classroom and social factors. At the last, it found the effect of the motivation and learning engagement on the students' English achievement.

CHAPTER III

RESEACRH METHOD

A. Research Method

The method in this research was Multiple Linear Regression Analysis. There were three variables in this research. According to Sukardi (2010) variable is a certain attribute, characteristic, value of human, object, or activity that had specific variation which have been determined by the researcher to be observed and concluded. First, independent variable was variable that influences or becomes the cause of change or emergence the dependent variable. Independent variables in this research were students' motivation (X_1) and learning engagement (X_2). Second, dependent variable was a variable which influenced or became effect because of independent variable. Dependent variable in this research was students' English achievement (Y).

The design of the research will follow:

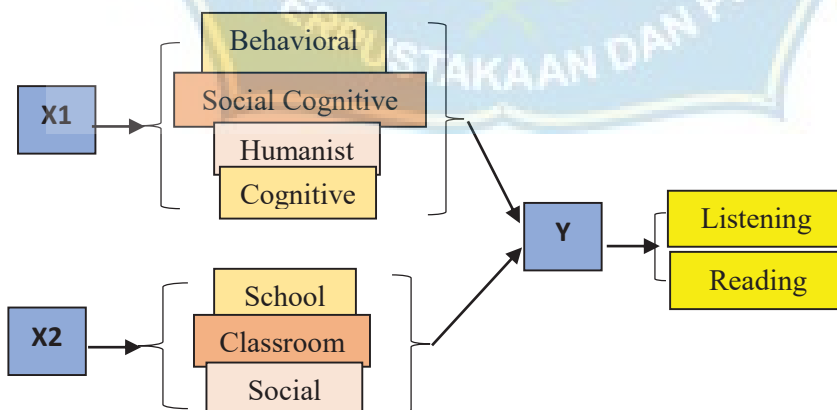


Figure 3. 1 Model relationship between variables

B. Population and Sample

1. Population

According to Sukardi (2010) population is all members of well-defined class of people, events and subjects. The population of this research was the eighth grade of SMP Muhammadiyah Limbung that consisted of 11 classes with 363 students. It can be seen in the following table.

Table 3. 1 Population of the Eighth Grade of SMP Muhammadiyah Limbung

No	Class	Number of Students
1	VIII A	33
2	VIII B	33
3	VIII C	33
4	VIII D	33
5	VIII E	33
6	VIII F	33
7	VIII G	33
8	VIII H	33
9	VIII I	33
10	VIII J	33
11	VIII K	33
Total		363

2. Sample

According to Sugiharto (2003) sample means apart of population that would be observed, whose characteristic can represent and describe the real population. The researcher applies random sampling method.

Random sampling was the method of selecting each member of population. The sample of this research was 8 person each class because all of the classes consist of 33 students with total 363 students.

$$= \frac{N \times 25\%}{Total\ Classes} = \frac{363 \times 25\%}{11} = \frac{90,75}{11} = 8.25$$

= 8 students (88 students each class)

Thus, the sample size used in the research is 88 samples that met the inclusion and exclusion criteria. Sampling was conducted randomly using lottery.

C. Research Instrument

There were two instruments that used by researcher, namely:

1. Questionnaire

Questionnaires was applied in order to know the students' motivation and learning engagement. In motivation, the researcher focused on behavioural; social cognitive; humanist and human needs; and cognitive. In learning engagement, the researcher focused on school, classroom and social factors. To analyse the students' questionnaire, the researcher used Likert scale.

Table 3. 2 Likert Scale

No	Point	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

(Likert, 1932)

2. Documentation

Documentation made the results of interviews and observations more meaningful credible or more trustworthy. Documentation was a record of events that had passed and was presented in a form someone's writings, drawings or monumental works. In this research, this documentation was used as supporting data interpersonal communication between teachers and students in the learning process. The documentation used in this research was a document of students' final grades in English lessons which focus on listening and reading material.

D. Data Collection

In collecting data in this research, the researcher formulated procedure namely Questionnaire and SPSS application.

1. Questionnaire

The researcher gave first questionnaire to students. The questionnaire filled with several questions about the students' motivation that focused on behavioural; social cognitive; humanist and human needs; and cognitive.

Table 3. 3 Blueprint of Motivation Questionnaire

No	Indicator	Positive	Negative	Total
1	Behavioural	3,10		2
2	Social cognitive	6	5,9	3
3	Humanist and human needs	2,8		2

4	Cognitive	1,4	7	3
Total				10

The researcher gave second questionnaire to students. The questionnaire filled with several questions about the students' learning engagement that focused on school, classroom and social factors.

Table 3. 4 Blueprint of learning Engagement Questionnaire

No	Aspect	Items	Total
1	School factors	3, 4	2
2	Classroom factors	1, 2, 5, 6, 7	5
3	Social Factors	8, 9, 10	3
Total			10

E. Data Analysis

In this research, the researcher was found out the students' motivation, the students' engagement and the students' English achievement. Also found out the effect of the students' motivation on the students' English achievement and the effect of learning engagement on the students' English achievement. First, the researcher collected the students' questionnaires and English Achievement results then calculated the score.

In categorization of the students' Motivation, Learning Engagement and English achievement, the researcher applied the score categorization adapted from Depdiknas (2006) which is divided into five categories.

Table 3. 5 Scoring Categorization of Motivation, Learning Engagement and English Achievement

Interval	Classification
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Low
0-20	Very Low

(Depdiknas, 2006)

2. SPSS Application

the researcher applied SPSS to found the multiple linear regression between students' motivation (X1) and learning engagement (X2) and students' English achievement (Y1) with R coefficient interpretation are:

0.80 – 1.000 = Very strong effect

0.60 – 0.799 = Strong effect

0.40 – 0.599 = Medium effect

0.20 – 0.399 = Weak effect

0.00 – 0.199 = Very weak effect.

(Sukadiono, 2017)

CHAPTER IV

FINDINGS & DISCUSSION

A. Findings

In this research, the researcher found out the motivation, learning engagement and English achievement on the students, also the effect of the motivation and learning engagement on the students' English achievement in SMP Muhammadiyah Limbung grade VIII.

1. Students' Motivation, Learning Engagement and English Achievement.

The instrument of the variable X^1 and X^2 is questionnaire with total 10 items and scored by Likert Scale. The items are divided into two types, namely positive and negative.

After the researcher convert the score of students' motivation and engagement in learning to the higher score, the researcher found that the Motivation of the students' in SMP Muhammadiyah Limbung was 77.09, it means their motivation is good. Then, the Learning engagement of the students was 74.56, it means their English engagement is good. Also the English achievement of the students was 82.26, after the researcher combined the score of students' listening and the students' reading. It means the English achievement of the students is very good.

2. The Effect of the Students' Motivation on the Students' English Achievement ($X^1 - Y$)

a. Listening Skill

Table 4.1 Regression analysis between students' motivation and their listening skill

Variables Entered/Removed ^a				
Model	Variables Entered	Variables Removed	Method	
1	listening ^b	.	Enter	
a. Dependent Variable: X1				
b. All requested variables entered.				
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 ^a	.842	.840	1.77541
Predictors: (Constant), listening				

Based on table 4.2, the researcher found the calculation of Regression analysis between students' motivation (X_1) and their listening skill (Y). The R result was 0.917. It means that students' motivation has very strong effect to the students' listening skill.

b. Reading Skill

Table 4.2 Regression analysis between students' motivation and their reading skill

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	reading ^b	.	Enter

a. Dependent Variable: X1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 ^a	.815	.813	1.91902

Predictors: (Constant), reading

Based on table 4.3, the researcher found the calculation of Regression analysis between students' motivation (X1) and their reading skill (Y). The R result was 0.903. It means that students' motivation has very strong effect to the students' reading skill.

3. The Effect of students' learning engagement on the Student' English achievement ($X^2 - Y$)

a. Listening Skill

Table 4.3 Regression analysis between students' learning engagement and their listening skill

Variables Entered/Removed^a				
Model	Variables Entered	Variables Removed	Method	
1	listening ^b	.	Enter	

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882 ^a	.778	.775	2.01587

Predictors: (Constant), listening

Based on table 4.4, the researcher found the calculation of Regression analysis between students' learning engagement (X^2) and their listening skill (Y). The R result was 0.882. It means that students' learning engagement has very strong effect to the students' listening skill.

b. Reading Skill

Table 4.4 Regression analysis between students' learning engagement and their reading skill

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	reading ^b	.	Enter

a. Dependent Variable: X2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 ^a	.779	.776	2.01177

Predictors: (Constant), reading

Based on table 4.5, the researcher found the calculation of Regression analysis between students' learning engagement (X2) and their reading skill (Y). The R result was 0.883. It means that students' learning engagement has very strong effect to the students' reading skill.

B. Discussion

In this part, the researcher presented discussion about the findings of students' motivation, learning engagement and English Achievement

1. The students' motivation, learning engagement and English achievement at eight grade students of SMP Muhammadiyah Limbung.

As explained in the previous section, the students' motivation can be classified as good. It can be shown from the highest score that students answer is in questions number 1 "I become more enthusiastic in learning English when the teacher praises my efforts in solving problems" with total score 391. The students are mostly strongly agree with that question. It means that they have an interest and willingness to learn English especially when teacher give more attention to students. With that, the students will be more ambitious in learning English both in home and school. It is correlates with Umpung et.al (2022) teachers also have an important part in giving motivation to students before teaching a lesson inside the classroom. Since the instructor is the key person who imparts knowledge to students, teaching a challenging subject like English to students would be meaningless without their assistance or motivation, and the majority of students lack the motivation necessary to learn English. Then, According to Fachraini, (2017) motivation is a key concept to be success in learning. Student who has high motivation would do the best in learning even though the materials were felt difficult.

Then for learning engagement, the students' learning engagement can be classified as good. It can be shown, the highest score that students answer is

in questions number 6 “I listen or read carefully the English material presented during class” with total score 359 from 88 students. The students are mostly strongly agree with that question. It means that they can arrange their learning process well in school, classroom and social environment. With all the facilities, ability and willingness make them keep learning and mastery English. According to Sanchez-Cardona et al., (2012) Some researchers highlighted student engagement as characterized by a willingness to invest effort in one’s work and be persistent even when encountering difficulties. Yet, Linnenbrink and Pintrich (2003) state that behavioural engagement was outwardly observable via behaviour. Students are said to be more engaged when they show more effort, persistence to tasks and help-seeking behaviour. Other positive engagement behaviour are lesson participation, attendance, task completion, and effort.

Moreover, the students’ English achievement can be classified as very good. It means that they have good receptive skills in English. They can receive the information in English well. According to Syah (2010) states that achievement is a success level of someone in achieving an objective which has been determined in a program. Then, according to Nurgiyantoro (2016), receptive skills entail the ability to comprehend and decide spoken or written communication. It means that the students of eight grade of SMP Muhammadiyah Limbung have good ability to comprehend and decide spoken and written communication.

2. The effects of students' motivation on the students' English achievement.

According with the data in the findings shows that there is a very strong effect between students' motivation and their English achievement (listening and reading). It means that the students' motivation has a very good impact for English achievement, the students have good motivation to make them want to learn English. According to Fitriwati (2018) learning motivation is a key factor in learning English as a foreign language. From the viewpoint of behavioural theory, learning motivation is the result of reinforcement. Enabling students to obtain achievement is the key to improving students' learning motivation in learning process. Both learning motivation and learning achievements are correlated with each other. If students have higher motivation, their learning achievement will increase. And, according to Alawiyah & Sulistiyo (2018) motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time. Motivation is probably the most important factor that teachers can target in order to improve learning. Then, motivation is crucial for effective learning, it is argued that students with better motivation usually perform better in school grades (Pintrich, 2003). It means, the students of eight grade of SMP Muhammdiyah Limbung have a good motivation in learning English especially in listening and reading.

3. The effect of students' learning engagement on the students' English Achievement.

For learning engagement and English achievement, there is a very strong effect between students' learning engagement and their English achievement (listening reading). It means that the students' learning engagement has a very good influence for their English achievement. According to Rizaldi et.al (2024) this finding underscores the pivotal role of fostering student engagement in facilitating effective language learning and academic success. By promoting an environment that encourages active participation, emotional investment, and cognitive immersion in the learning process, educational institutions can cultivate a conducive atmosphere for students to thrive in their English language development. Ultimately, recognizing and nurturing student engagement emerges as a crucial factor in enhancing language proficiency and equipping learners with the necessary linguistic skills for academic and professional pursuits in an increasingly globalized world. Then, according to Wong and Chong (2018), student engagement is the optimization of students' time management, effort, and other related resources to improve student learning outcomes and experience, as well as institution performance and reputation. It means, the students of eight grade of SMP Muhammdiyah Limbung have a good engagement in learning English especially in listening and reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis about motivation, learning engagement and English achievement of eight grade students SMP Muhammadiyah Limbung, it can be concluded that:

1. The students at eight grade students of SMP Muhammadiyah Limbung has good motivation especially in cognitive aspect with mean score of the questionnaire was 77.09 and good learning engagement especially in classroom factor aspect with mean score of the questionnaire was 74.56, also the students English Achievement was very good with mean score 82.26. It means that the students has a good interest and willingness in learn English. The students could arrange and did their learning process well in school, classroom and social environment. Because of that, the students has very good English achievement especially in receptive skills.
2. There were a very strong effect of students' motivation on the students' English achievement with R coefficient was 0.917 in listening and 0.903 in reading. The students has a very good motivation to make them want to learn English. It means that the students' has a very good motivation that strongly affect to their English Achievement.
3. There were a very strong effect of students' learning engagement on the students' English achievement with R coefficient was 0.882 in listening and 0.883 in reading. With all the willingness and activity that students did in

school especially in learning English, make the students' engagement in learning has a very strong effect on the students English Achievement. It means that the students' learning engagement has a very good impact for their English achievement.

B. Suggestion

The suggestions that can be given are as follows:

1. For the English teacher of SMP Muhammadiyah Limbung
 - a. Teachers are expected to pay more attention to students' motivation. Give them more motivation to increase their willingness and interest in learning English
 - b. Teachers are expected to improve more practical learning to increase students learning engagement. With unique, fun, creative, enjoyable teaching by the teacher, the students will be more active in doing English activity in the class.
 - c. Teachers need to facilitate a good school environment for the students in order to make them can explore and learn by themselves not only in classroom.
2. For the other researcher
 - a. The other researchers who want to do the same topic. They are suggested to do in different level of students.

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Appendix A: Questionnaire

Motivation Questionnaire

No	Indicator	Statement	Strongly Agree	Agree	Neutral	Not Agree	Strongly Not Agree
1	Cognitive	I become more enthusiastic in learning English when the teacher praises my efforts in completing the questions.					
2	Humanist	I study English material first at home before studying it at school.					
3	Behavioural	I am happy if the teacher announces the students who get the highest scores in the daily test.					
4	Cognitive	I feel happy if the teacher gives me the opportunity to ask questions about English material that I do not understand.					
5	Social Cognitive	I do English assignments by copying my friends' work.					
6	Social Cognitive	I am happy when my study group friends help me understand English material during group discussions.					
7	Cognitive	If I feel hesitant in completing questions or doing English assignments given by the teacher, then I will be silent.					
8	Humanist	The teacher's guidance in completing the practice questions makes me enthusiastic in doing the practice questions.					

9	Social Cognitive	I talk with friends when the teacher is explaining the English lesson.					
10	Behavioural	I am happy when the teacher checks and grades my homework.					

Adapted from Ray. (2019)



Learning Engagement Questionnaire

No	Indicator	Statement	Strongly Agree	Agree	Neutral	Not Agree	Strongly Not Agree
1	Classroom	I study English learning materials regularly outside of English class hours.					
2	Classroom	I actively read English texts during and outside of English class hours.					
3	School	I review notes written during face-to-face/offline classes to ensure I understand the English learning materials.					
4	School	Regular in face-to-face/offline English learning.					
5	Classroom	I write notes on English materials presented in class (via LCD-Projector media in the form of PPT, Canva, or explanations on the whiteboard displayed by the teacher).					
6	Classroom	I listen or read carefully the English materials presented during class.					
7	Classroom	I try hard to learn English.					
8	Social	I find ways to relate/use English lessons to daily activities					
9	Social	I actively participate in small group English discussion forums.					
10	Social	I post on online English discussion forum platforms regularly					

Adapted from Khaerani. (2023)

Appendix B: Students' Questionnaire

Student 1

Motivation Questionnaire

39

No	Indicator	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Cognitive	Saya menjadi lebih bersemangat dalam belajar bahasa Inggris saat guru memberikan pujian atas usaha saya dalam menyelesaikan soal.		✓ 4			
2	Humanist	Saya mempelajari materi bahasa Inggris terlebih dahulu di rumah sebelum dipelajari di sekolah		✓ 4			
3	Behavioural	Saya senang jika guru mengumumkan siswa yang mendapat nilai tertinggi dalam ulangan harian	✓	✓ 4			
4	Cognitive	Saya merasa senang jika guru memberikan kesempatan untuk bertanya mengenai materi bahasa Inggris yang kurang dipahami		✓ 4			
5	Social Cognitive	Saya mengerjakan tugas bahasa Inggris dengan mencontoh pekerjaan teman					✓ 5
6	Social Cognitive	Saya senang apabila teman belajar dalam kelompok membantu saya memahami materi bahasa Inggris pada saat diskusi kelompok			✓ 3	✓ 4	
7	Cognitive	Apabila saya merasa ragu-ragu dalam menyelesaikan soal atau mengerjakan tugas bahasa Inggris yang diberikan guru, maka saya akan diam				✓ 4	
8	Humanist	Adanya bimbingan guru dalam menyelesaikan latihan soal, membuat saya semangat dalam mengerjakan latihan soal tersebut.		✓ 4			
9	Social Cognitive	Saya mengobrol dengan teman ketika guru sedang menjelaskan pelajaran bahasa Inggris				✓ 4	
10	Behavioural	Saya senang ketika guru memeriksa dan menilai PR saya			✓ 3		

Learning Engagement Questionnaire

33

No	Indicator	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Classroom	Saya mempelajari materi pelajaran Bahasa Inggris secara teratur diluar jam mata pelajaran Bahasa Inggris.		✓ 9			
2	Classroom	Saya giat membaca teks Bahasa Inggris saat maupun diluar jam mata pelajaran Bahasa Inggris.		✓ 9			
3	School	Saya mempelajari kembali catatan yang ditulis saat kelas tatap muka/kelas offline untuk memastikan saya memahami materi pembelajaran Bahasa Inggris.		✓ 9			
4	School	Teratur dalam pembelajaran bahasa Inggris secara tatap muka/kelas offline.			✓ 3		
5	Classroom	Saya menulis catatan tentang materi bahasa Inggris yang ditampilkan di kelas yang ditampilkan di kelas (melalui media LCD-Proyektor berupa PPT,Canva, atau penjelasan pada papan tulis yang ditampilkan oleh guru)	✓ 5				
6	Classroom	Saya mendengarkan atau membaca dengan seksama materi Bahasa Inggris yang disampaikan selama kelas berlangsung.			✓ 3		
7	Classroom	Saya berusaha keras dalam belajar bahasa Inggris			✓ 3		
8	Social	Saya menemukan cara untuk mengaitkan/menggunakan pelajaran bahasa Inggris dengan aktivitas sehari-hari				✓ 2	
9	Social	Saya berpartisipasi aktif dalam forum diskusi kelompok kecil berbahasa Inggris.			✓ 3		
10	Social	Saya memposting di platform online forum diskusi bahasa Inggris secara rutin.				✓ 2	

Student 2

Motivation Questionnaire

(33)

No	Indicator	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Cognitive	Saya menjadi lebih bersemangat dalam belajar bahasa Inggris saat guru memberikan pujian atas usaha saya dalam menyelesaikan soal.	√ ₅				
2	Humanist	Saya mempelajari materi bahasa Inggris terlebih dahulu di rumah sebelum dipelajari di sekolah			√ ₃		
3	Behavioural	Saya senang jika guru mengumumkan siswa yang mendapat nilai tertinggi dalam ulangan harian			√ ₃		
4	Cognitive	Saya merasa senang jika guru memberikan kesempatan untuk bertanya mengenai materi bahasa Inggris yang kurang dipahami		√ ₄			
5	Social Cognitive	Saya mengerjakan tugas bahasa Inggris dengan mencontek pekerjaan teman				√ ₄	
6	Social Cognitive	Saya senang apabila teman belajar dalam kelompok membantu saya memahami materi bahasa Inggris pada saat diskusi kelompok		√ ₄			
7	Cognitive	Apabila saya merasa ragu-ragu dalam menyelesaikan soal atau mengerjakan tugas bahasa Inggris yang diberikan guru, maka saya akan diam			√ ₃		
8	Humanist	Adanya bimbingan guru dalam menyelesaikan latihan soal, membuat saya semangat dalam mengerjakan latihan soal tersebut.				√ ₂	
9	Social Cognitive	Saya mengobrol dengan teman ketika guru sedang menjelaskan pelajaran bahasa Inggris	√ ₁				
10	Behavioural	Saya senang ketika guru memeriksa dan menilai PR saya		√ ₄			

20

Learning Engagement Questionnaire

No	Indicator	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Classroom	Saya mempelajari materi pelajaran Bahasa Inggris secara teratur diluar jam mata pelajaran Bahasa Inggris.		√ ₄			
2	Classroom	Saya giat membaca teks Bahasa Inggris saat maupun diluar jam mata pelajaran Bahasa Inggris.	√ ₅				
3	School	Saya mempelajari kembali catatan yang ditulis saat kelas tatap muka/kelas offline untuk memastikan saya memahami materi pembelajaran Bahasa Inggris.			√ ₃		
4	School	Teratur dalam pembelajaran bahasa Inggris secara tatap muka/kelas offline.				√ ₂	
5	Classroom	Saya menulis catatan tentang materi bahasa Inggris yang ditampilkan di kelas yang ditampilkan di kelas (melalui media LCD-Proyektor berupa PPT,Canva, atau penjelasan pada papan tulis yang ditampilkan oleh guru)					√ ₁
6	Classroom	Saya mendengarkan atau membaca dengan seksama materi Bahasa Inggris yang disampaikan selama kelas berlangsung.	√ ₅				
7	Classroom	Saya berusaha keras dalam belajar bahasa Inggris				√ ₂	
8	Social	Saya menemukan cara untuk mengaitkan/menggunakan pelajaran bahasa Inggris dengan aktivitas sehari-hari			√ ₃		
9	Social	Saya berpartisipasi aktif dalam forum diskusi kelompok kecil berbahasa Inggris.				√ ₂	
10	Social	Saya memposting di platform online forum diskusi bahasa Inggris secara rutin.					√ ₁

Student 3

Motivation Questionnaire

36

No	Indicator	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Cognitive	Saya menjadi lebih bersemangat dalam belajar bahasa Inggris saat guru memberikan pujian atas usaha saya dalam menyelesaikan soal.		✓ 4			
2	Humanist	Saya mempelajari materi bahasa Inggris terlebih dahulu di rumah sebelum dipelajari di sekolah			✓ 3		
3	Behavioural	Saya senang jika guru mengumumkan siswa yang mendapat nilai tertinggi dalam ulangan harian			✓ 3		
4	Cognitive	Saya merasa senang jika guru memberikan kesempatan untuk bertanya mengenai materi bahasa Inggris yang kurang dipahami		✓ 4			
5	Social Cognitive	Saya mengerjakan tugas bahasa Inggris dengan mencontek pekerjaan teman			✓ 3		
6	Social Cognitive	Saya senang apabila teman belajar dalam kelompok membantu saya memahami materi bahasa Inggris pada saat diskusi kelompok			✓ 3		
7	Cognitive	Apabila saya merasa ragu-ragu dalam menyelesaikan soal atau mengerjakan tugas bahasa Inggris yang diberikan guru, maka saya akan diam				✓ 4	
8	Humanist	Adanya bimbingan guru dalam menyelesaikan latihan soal, membuat saya semangat dalam mengerjakan latihan soal tersebut.		✓ 4			
9	Social Cognitive	Saya mengobrol dengan teman ketika guru sedang menjelaskan pelajaran bahasa Inggris				✓ 4	
10	Behavioural	Saya senang ketika guru memeriksa dan menilai PR saya		✓ 4			

Learning Engagement Questionnaire

32

No	Indicator	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju
1	Classroom	Saya mempelajari materi pelajaran Bahasa Inggris secara teratur diluar jam mata pelajaran Bahasa Inggris.		√ ₄			
2	Classroom	Saya giat membaca teks Bahasa Inggris saat maupun diluar jam mata pelajaran Bahasa Inggris.			√ ₃		
3	School	Saya mempelajari kembali catatan yang ditulis saat kelas tatap muka/kelas offline untuk memastikan saya memahami materi pembelajaran Bahasa Inggris.			√ ₃		
4	School	Teratur dalam pembelajaran bahasa Inggris secara tatap muka/kelas offline.			√ ₃		
5	Classroom	Saya menulis catatan tentang materi bahasa Inggris yang ditampilkan di kelas yang ditampilkan di kelas (melalui media LCD-Proyektor berupa PPT,Canva, atau penjelasan pada papan tulis yang ditampilkan oleh guru)		√ ₄			
6	Classroom	Saya mendengarkan atau membaca dengan seksama materi Bahasa Inggris yang disampaikan selama kelas berlangsung.			√ ₃		
7	Classroom	Saya berusaha keras dalam belajar bahasa Inggris			√ ₃		
8	Social	Saya menemukan cara untuk mengaitkan/menggunakan pelajaran bahasa Inggris dengan aktivitas sehari-hari				√ ₂	
9	Social	Saya berpartisipasi aktif dalam forum diskusi kelompok kecil berbahasa Inggris.			√ ₃		
10	Social	Saya memposting di platform online forum diskusi bahasa Inggris secara rutin.		√ ₄		√	

Appendix C: Items of Questionnaire

MOTIVATION												
ITEMS OF QUESTIONNAIRE												
NO.	Students	1	2	3	4	5	6	7	8	9	10	Total
1	S1	4	4	4	4	5	3	4	4	4	3	39
2	S2	5	3	3	4	4	4	3	2	1	4	33
3	S3	4	3	3	4	3	3	4	4	4	4	36
4	S4	4	4	3	4	5	3	4	3	4	3	37
5	S5	3	3	4	4	3	3	2	4	3	4	33
6	S6	5	2	3	3	4	4	1	4	1	4	31
7	S7	4	3	5	5	5	3	3	5	5	5	43
8	S8	5	3	4	4	4	4	4	4	3	5	40
9	S9	5	3	3	4	4	4	3	2	1	4	33
10	S10	4	5	2	4	5	5	5	5	2	5	42
11	S11	5	4	5	5	2	5	4	4	4	4	42
12	S12	5	4	5	5	2	5	4	4	4	1	39
13	S13	4	5	4	4	4	4	4	5	5	5	44
14	S14	5	4	3	5	5	5	5	4	4	4	44
15	S15	4	2	5	4	2	4	3	4	4	4	36
16	S16	4	4	4	5	2	4	2	4	4	5	38
17	S17	4	2	5	4	2	4	3	4	4	4	36
18	S18	4	2	5	4	2	4	3	4	4	5	37
19	S19	4	4	4	4	4	3	3	4	4	4	38
20	S20	4	3	5	5	5	3	3	5	5	5	43
21	S21	5	5	5	4	5	4	5	4	5	4	46
22	S22	5	5	5	4	5	4	5	4	5	3	45
23	S23	4	5	4	5	5	4	5	4	5	4	45
24	S24	4	3	5	5	4	5	5	5	5	3	44
25	S25	5	4	5	5	5	5	4	4	4	5	46
26	S26	5	4	5	5	5	5	4	4	4	5	46
27	S27	4	3	3	3	4	3	4	3	3	4	34
28	S28	4	3	3	3	4	3	4	3	3	4	34
29	S29	5	4	5	3	5	4	4	5	4	4	43
30	S30	5	4	5	5	5	4	4	5	4	4	45
31	S31	4	3	3	3	4	4	4	3	3	4	35
32	S32	4	3	3	3	4	4	4	3	4	3	35
33	S33	5	4	4	4	4	4	5	3	3	4	40
34	S34	5	4	4	4	4	4	4	3	3	4	39
35	S35	4	3	4	3	4	3	2	4	5	4	36
36	S36	5	5	4	5	3	5	1	5	2	5	40
37	S37	5	3	3	4	5	3	4	4	4	5	40
38	S38	4	3	3	4	5	3	4	4	4	5	39

39	S39	5	5	5	5	3	5	3	4	3	5	43
40	S40	5	3	5	5	5	5	5	5	5	5	48
41	S41	5	3	4	5	5	5	4	4	5	4	44
42	S42	5	4	3	5	5	4	3	5	4	3	41
43	S43	5	4	4	4	5	4	5	4	5	4	44
44	S44	5	4	4	5	4	4	5	4	4	4	43
45	S45	4	4	4	1	2	4	2	4	3	4	32
46	S46	4	4	4	2	2	4	2	3	3	4	32
47	S47	5	4	4	4	4	4	5	4	4	4	42
48	S48	4	3	3	5	5	4	5	5	4	3	41
49	S49	4	3	3	4	2	5	3	4	3	5	36
50	S50	5	5	4	2	2	4	3	4	3	2	34
51	S51	5	3	3	4	5	4	4	4	5	4	41
52	S52	4	5	3	3	5	4	4	4	4	4	40
53	S53	4	5	3	3	5	4	4	4	4	4	40
54	S54	5	3	3	4	4	5	4	5	4	5	42
55	S55	5	3	3	4	4	5	4	5	4	5	42
56	S56	5	5	4	5	5	3	5	4	5	4	45
57	S57	5	3	5	4	4	4	4	5	5	4	43
58	S58	5	3	5	4	5	5	5	5	5	5	47
59	S59	4	4	5	4	4	4	3	4	2	5	39
60	S60	5	3	5	5	5	5	5	5	5	5	48
61	S61	4	4	4	4	4	4	2	5	2	4	37
62	S62	4	4	4	5	4	4	2	5	2	3	37
63	S63	4	4	5	4	3	3	2	3	4	4	36
64	S64	4	4	5	5	3	5	2	3	2	4	37
65	S65	5	4	4	5	4	4	3	5	3	3	40
66	S66	5	4	5	3	4	3	2	5	2	3	36
67	S67	5	3	5	3	3	4	4	4	2	3	36
68	S68	5	3	3	3	4	3	1	4	2	4	32
69	S69	5	4	3	3	5	3	3	4	2	4	36
70	S70	5	4	4	3	2	5	1	4	3	3	34
71	S71	4	5	4	4	4	3	2	3	2	4	35
72	S72	4	2	4	4	3	5	2	3	2	4	33
73	S73	4	5	3	4	2	5	2	4	2	4	35
74	S74	5	4	4	4	3	3	2	3	2	4	34
75	S75	4	3	4	3	5	3	2	4	1	4	33
76	S76	4	4	3	4	3	4	3	4	3	3	35
77	S77	4	4	3	5	4	4	1	3	2	4	34
78	S78	4	5	4	5	2	2	2	3	2	4	33
79	S79	4	4	3	4	4	4	3	3	2	2	33
80	S80	5	4	4	4	3	3	4	4	2	3	36
81	S81	4	4	4	3	4	4	4	4	2	4	37
82	S82	4	4	3	4	2	5	2	4	3	4	35

83	S83	4	4	5	3	5	4	4	4	2	4	39
84	S84	5	5	3	4	4	5	2	5	3	3	39
85	S85	3	4	5	3	2	4	3	4	3	3	34
86	S86	4	4	4	5	4	3	3	4	2	4	37
87	S87	4	4	5	3	3	3	2	3	2	3	32
88	S88	4	5	4	3	3	4	2	3	3	3	34
		391	330	349	351	338	349	293	351	293	347	38.54



LEARNING ENGAGEMENT												
ITEMS OF QUESTIONNAIRE												
NO.	Students	1	2	3	4	5	6	7	8	9	10	Total
1	S1	4	4	4	3	5	3	3	2	3	2	33
2	S2	4	5	3	2	1	5	2	3	2	1	28
3	S3	4	3	3	3	4	3	3	2	3	4	32
4	S4	3	2	3	4	4	4	2	2	3	2	29
5	S5	3	3	2	3	4	4	3	2	3	3	30
6	S6	4	2	2	3	4	2	2	2	3	2	26
7	S7	3	3	4	4	4	5	4	3	3	3	36
8	S8	5	3	4	2	5	3	4	2	5	2	35
9	S9	4	5	3	2	1	5	2	3	2	1	28
10	S10	5	4	3	4	5	5	4	5	5	4	44
11	S11	4	4	5	3	4	5	4	2	3	4	38
12	S12	4	4	5	3	4	5	4	2	3	4	38
13	S13	1	4	5	5	2	4	5	5	5	2	38
14	S14	2	3	4	4	3	5	4	4	4	3	36
15	S15	4	2	4	4	4	5	4	5	4	4	40
16	S16	5	4	5	4	4	5	4	4	5	4	44
17	S17	3	4	2	5	4	3	5	2	4	2	34
18	S18	5	2	3	3	5	4	5	4	5	2	38
19	S19	4	3	3	3	5	4	5	4	4	3	38
20	S20	4	4	4	4	4	4	4	4	4	3	39
21	S21	5	4	4	3	4	3	5	4	5	4	41
22	S22	5	4	4	3	4	3	5	4	5	5	42
23	S23	3	4	4	3	4	4	5	4	4	2	37
24	S24	4	3	5	3	2	5	5	4	3	5	39
25	S25	3	3	4	4	5	5	4	3	4	3	38
26	S26	3	3	4	4	5	5	4	3	4	3	38
27	S27	3	3	4	3	4	4	4	4	4	4	37
28	S28	3	3	4	3	4	4	3	4	4	4	36
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32	S32	3	3	4	3	4	4	2	4	2	4	33
33	S33	3	4	4	3	4	5	4	4	4	4	39
34	S34	3	3	4	3	4	4	4	4	5	4	38
35	S35	4	4	4	4	5	4	5	4	4	4	42
36	S36	4	5	5	4	4	4	5	5	5	5	46
37	S37	5	5	3	4	3	4	4	5	3	2	38
38	S38	4	5	3	4	3	4	4	5	3	3	38
39	S39	5	3	4	5	4	5	4	5	5	5	45
40	S40	4	2	4	5	5	5	4	5	5	4	43

41	S41	2	3	5	3	5	5	4	3	3	3	36
42	S42	1	3	4	2	4	5	4	2	3	3	31
43	S43	3	4	4	4	4	4	3	3	3	3	35
44	S44	3	3	4	4	4	3	4	4	4	4	37
45	S45	3	3	4	4	3	5	5	3	4	3	37
46	S46	3	3	4	4	3	4	4	2	3	3	33
47	S47	3	4	4	4	4	5	5	4	4	3	40
48	S48	4	4	3	5	4	4	5	5	4	3	41
49	S49	3	3	2	3	2	5	3	2	4	2	29
50	S50	4	3	3	2	3	4	4	3	3	4	33
51	S51	3	4	4	5	3	5	5	3	4	3	39
52	S52	3	3	4	3	4	4	5	3	3	3	35
53	S53	3	3	4	3	4	4	5	3	3	3	35
54	S54	4	4	3	4	3	3	5	3	3	2	34
55	S55	4	4	3	4	3	3	5	3	3	2	34
56	S56	5	5	5	4	4	5	5	5	5	5	48
57	S57	3	3	4	4	5	4	4	3	3	2	35
58	S58	4	3	4	4	5	5	5	5	4	4	43
59	S59	5	5	5	5	5	5	5	5	5	5	50
60	S60	5	5	5	5	4	4	4	4	4	3	43
61	S61	4	4	4	4	4	5	4	4	4	4	41
62	S62	4	4	4	4	4	2	4	4	5	3	38
63	S63	5	4	4	5	4	4	3	4	4	3	40
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68	S68	4	4	5	4	4	5	4	4	4	3	41
69	S69	4	5	4	4	4	3	3	4	4	4	39
70	S70	4	3	3	3	3	4	4	5	3	3	35
71	S71	4	3	3	3	4	4	5	3	3	3	35
72	S72	5	4	4	4	3	4	5	3	3	3	38
73	S73	4	4	3	3	3	4	3	5	4	4	37
74	S74	4	3	4	4	4	3	5	4	4	3	38
75	S75	3	3	2	4	4	4	3	3	3	3	32
76	S76	3	4	4	5	3	5	4	4	3	2	37
77	S77	4	4	3	4	5	3	4	4	3	3	37
78	S78	4	5	4	4	5	4	4	3	4	4	41
79	S79	4	5	4	4	3	4	4	4	3	3	38
80	S80	4	5	5	4	4	3	4	4	4	3	40
81	S81	4	4	4	4	3	4	3	4	4	3	37
82	S82	4	4	3	4	3	4	3	4	4	3	36
83	S83	4	4	4	3	3	4	3	4	3	3	35
84	S84	4	4	3	3	4	2	4	4	3	3	34

85	S85	3	4	4	4	4	4	4	5	3	3	38
86	S86	4	4	4	5	5	4	4	4	4	3	41
87	S87	4	4	5	4	4	3	4	4	4	3	39
88	S88	4	5	3	3	4	4	4	3	3	3	36
		327	326	332	322	337	359	351	321	326	280	37.28



Appendix D: The Students' Score List

**STUDENTS' SCORE LIST OF ENGLISH ACHIEVEMENT AT VIII
GRADE SMP MUHAMMADIYAH LIMBUNG**

CLASS	STUDENTS'	READING	LISTENING
VIII A	Student 1	84	83
	Student 2	83	80
	Student 3	83	82
	Student 4	82	83
	Student 5	83	80
	Student 6	84	82
	Student 7	82	80
	Student 8	84	84
VIII B	Student 9	83	82
	Student 10	80	80
	Student 11	84	83
	Student 12	83	82
	Student 13	83	82
	Student 14	84	83
	Student 15	82	84
	Student 16	84	83
	Student 17	80	82
	Student 18	82	80

VIII C	Student 19	84	83
	Student 20	82	80
	Student 21	84	83
	Student 22	80	82
	Student 23	83	84
	Student 24	82	83
CLASS	STUDENTS'	READING	LISTENING
VIII D	Student 25	80	82
	Student 26	82	80
	Student 27	82	80
	Student 28	83	84
	Student 29	80	83
	Student 30	83	82
	Student 31	84	82
	Student 32	80	83
VIII E	Student 33	82	83
	Student 34	84	84
	Student 35	84	82
	Student 36	80	84
	Student 37	82	83
	Student 38	82	80
	Student 39	84	80

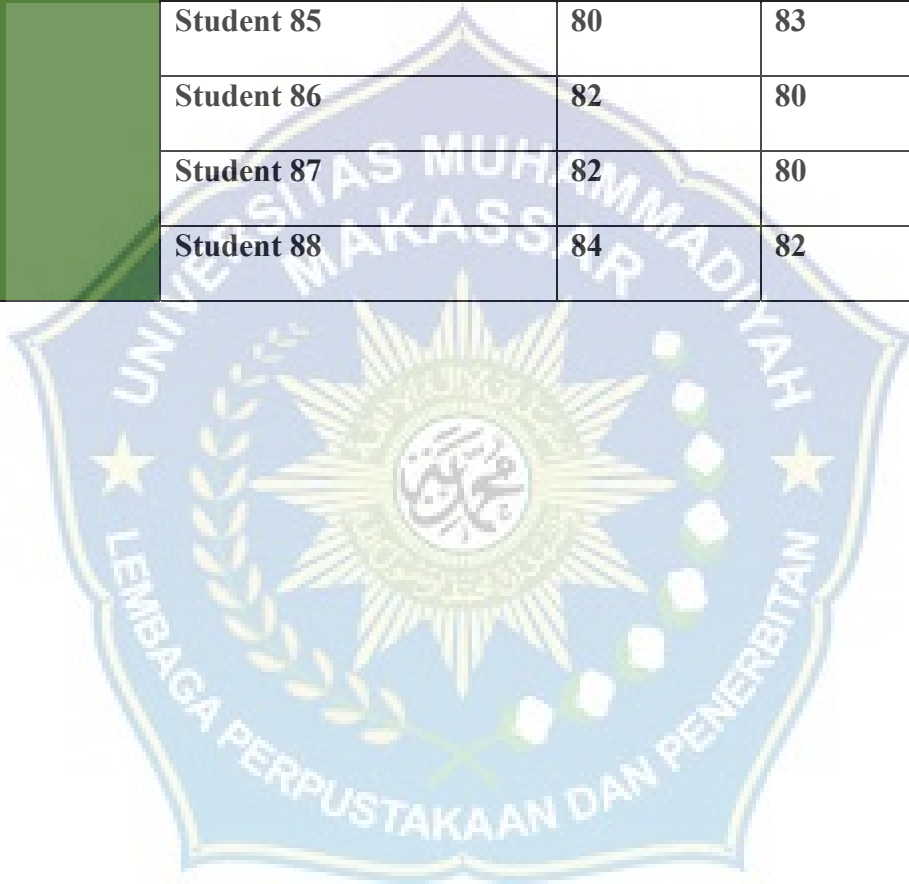
	Student 40	84	82
VIII F	Student 41	83	83
	Student 42	80	80
	Student 43	83	82
	Student 44	82	83
	Student 45	84	83
	Student 46	83	82
	Student 47	82	80
	Student 48	84	83

CLASS	STUDENTS'	READING	LISTENING
VIII G	Student 49	84	83
	Student 50	82	80
	Student 51	84	83
	Student 52	83	80
	Student 53	80	83
	Student 54	83	82
	Student 55	83	84
	Student 56	80	82
	Student 57	84	83
	Student 58	84	82
	Student 59	84	83

VIII H	Student 60	83	80
	Student 61	83	80
	Student 62	82	82
	Student 63	82	84
	Student 64	84	83
VIII I	Student 65	83	82
	Student 66	83	80
	Student 67	82	83
	Student 68	84	82
	Student 69	83	80
	Student 70	80	82
	Student 71	83	84
	Student 72	80	82

CLASS	STUDENTS'	READING	LISTENING
VIII J	Student 73	84	83
	Student 74	84	84
	Student 75	80	82
	Student 76	83	83
	Student 77	82	84
	Student 78	83	80
	Student 79	83	80

	Student 80	80	82
VIII K	Student 81	82	83
	Student 82	82	80
	Student 83	84	83
	Student 84	80	82
	Student 85	80	83
	Student 86	82	80
	Student 87	82	80
	Student 88	84	82



Appendix E. Total score of Motivation, Learning Engagement and English Achievement

NO.	Students	Motivation (X¹)	Learning engagement (X²)	English Achievement (Y)
1	S1	39/ 78	33/ 66	83.5
2	S2	33/ 66	28/ 56	81.5
3	S3	36/ 72	32/ 64	82.5
4	S4	37/ 74	29/ 58	82.5
5	S5	33/ 66	30/ 60	81.5
6	S6	33/ 66	26/ 52	83
7	S7	43/ 86	36/ 72	81
8	S8	40/ 80	35/ 70	84
9	S9	33/ 66	28/ 56	82.5
10	S10	42/ 84	44/ 88	80
11	S11	42/ 84	38/ 76	83.5
12	S12	39/ 78	38/ 76	82.5
13	S13	44/ 88	38/ 76	82.5
14	S14	44/ 88	36/ 72	83.5
15	S15	36/ 72	40/ 80	83
16	S16	38/ 76	44/ 88	83.5
17	S17	36/ 72	34/ 68	81
18	S18	37/ 74	38/ 76	81
19	S19	38/ 76	38/ 76	83.5
20	S20	43/ 86	39/ 78	81
21	S21	46/ 92	41/ 82	83.5
22	S22	45/ 90	42/ 84	81
23	S23	45/ 90	37/ 74	83.5
24	S24	44/ 88	39/ 78	82.5
25	S25	46/ 92	38/ 76	81
26	S26	46/ 92	38/ 76	81
27	S27	34/ 68	37/ 74	81
28	S28	34/ 68	36/ 72	83.5
29	S29	43/ 86	36/ 72	81.5
30	S30	45/ 90	36/ 72	82.5
31	S31	35/ 70	33/ 66	83
32	S32	35/ 70	33/ 66	81.5
33	S33	40/ 80	39/ 78	82.5
34	S34	39/ 78	38/ 76	84
35	S35	36/ 72	42/ 84	83
36	S36	40/ 80	46/ 92	82
37	S37	40/ 80	38/ 76	82.5
38	S38	39/ 78	38/ 76	81
39	S39	43/ 86	45/ 90	82

40	S40	48/ 96	43/ 86	83
41	S41	44/ 88	36/ 72	83
42	S42	41/ 82	31/ 62	80
43	S43	44/ 88	35/ 70	82.5
44	S44	43/ 86	37/ 64	82.5
45	S45	32/ 64	37/ 64	83.5
46	S46	32/ 64	33/ 66	82.5
47	S47	42/ 84	40/ 80	81
48	S48	41/ 82	41/ 82	83.5
49	S49	36/ 72	29/ 58	83.5
50	S50	34/ 68	33/ 66	81
51	S51	41/ 82	39/ 78	83.5
52	S52	40/ 80	35/ 70	81.5
53	S53	40/ 80	35/ 70	81.5
54	S54	42/ 84	34/ 68	82.5
55	S55	42/ 84	34/ 68	83.5
56	S56	45/ 90	48/ 96	81
57	S57	43/ 86	35/ 70	83.5
58	S58	47/ 94	43/ 86	83
59	S59	39/ 78	50/ 100	83.5
60	S60	48/ 96	43/ 86	81.5
61	S61	37/ 74	41/ 82	81.5
62	S62	37/ 74	38/ 76	81
63	S63	36/ 72	40/ 80	83
64	S64	37/ 74	39/ 78	83.5
65	S65	40/ 80	40/ 80	82.5
66	S66	36/ 72	35/ 70	81.5
67	S67	36/ 72	37/ 74	82.5
68	S68	32/ 64	41/ 82	83
69	S69	36/ 72	39/ 78	81.5
70	S70	34/ 68	35/ 70	81
71	S71	35/ 70	35/ 70	83.5
72	S72	33/ 66	38/ 76	81
73	S73	35/ 70	37/ 74	83.5
74	S74	34/ 68	38/ 76	84
75	S75	33/66	32/ 64	81
76	S76	35/ 70	37/ 74	83
77	S77	34/ 68	37/ 74	83
78	S78	33/ 66	41/ 82	81.5
79	S79	33/ 66	38/ 76	81.5
80	S80	36/ 72	40/ 80	81
81	S81	37/ 74	37/ 74	82.5
82	S82	35/ 70	36/ 72	81
83	S83	39/ 78	35/ 70	83.5

84	S84	39/ 78	34/ 68	81
85	S85	34/ 68	38/ 76	81.5
86	S86	37/ 74	41/ 82	81
87	S87	32/ 64	39/ 78	81
88	S88	34/ 68	36/ 72	83
	$\sum x$	6.784	6.562	7.239
	\bar{x}	77.09	74.56	82.26



Appendix F. Regression Analysis

1. Motivation (X1) on the students' English achievement (Y)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Ylistening ^b	.	Enter

a. Dependent Variable: X1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 ^a	.842	.840	1.77541

a. Predictors: (Constant), Ylistening

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1440.739	1	1440.739	457.076	.000 ^b
	Residual	271.079	86	3.152		
	Total	1711.818	87			

a. Dependent Variable: X1

b. Predictors: (Constant), Ylistening

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Yreading ^b	.	Enter

a. Dependent Variable: X1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 ^a	.815	.813	1,91902

a. Predictors: (Constant), Yreading

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1395.112	1	1395.112	378.835	.000 ^b
	Residual	316.706	86	3.683		
	Total	1711.818	87			

a. Dependent Variable: X1

b. Predictors: (Constant), Yreading

2. Learning engagement (X2) on the students' English achievement (Y)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Ylistening ^b	.	Enter

a. Dependent Variable: X2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882 ^a	.778	.775	2.01587

a. Predictors: (Constant), Ylistening

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1224.417	1	1224.417	301.304	.000 ^b
	Residual	349.480	86	4.064		
	Total	1573.898	87			

a. Dependent Variable: X2

b. Predictors: (Constant), Ylistening

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Yreading ^b	.	Enter

a. Dependent Variable: X2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883 ^a	.779	.776	2.01177

a. Predictors: (Constant), Yreading

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1225.837	1	1225.837	302.884	.000 ^b
	Residual	348.061	86	4.047		
	Total	1573.898	87			

a. Dependent Variable: X2

b. Predictors: (Constant), Yreading

Motivation (X1), Learning Engagement (X2) and English Achievement (Y)

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	X2, X1 ^b	.	Enter

a. Dependent Variable: YListening

b. All requested variables entered.

Appendix G. Documentation

Activity of the student's answering the Questionnaire





CURRICULUM VITAE



SRI WAHYUNI AMALIAH was born in Sungguminasa 21st. May 1998. She is the third daughter from her parents Alm. Abdul Malik and St Naaliah Abdullah. She began her study at SD Inpres Pa'bangngiang in 2004-2010. Then, she continued her junior high school at SMPN 30 Bulukumba in 2010-2013. After that, she continued her vocational high school at SMK Arkanis Bulukumba.

She finished her study as undergraduate student in Muhammadiyah University of Makassar in 2016-2022 by the thesis title "The Use of Peer Interview Method to Improve the Students' Speaking Ability at SMPN 2 Polongbangkeng Utara". In the same year, she decided to continue her study as post graduate student and present the thesis title "The Effects of Motivation and Engagement in Learning on the Students' English Achievement at SMP Muhammadiyah Limbung".



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