

LANGUAGE LEARNING MOTIVATION AND STUDENT'S ENGLISH ACADEMIC PERFORMANCE: A CORRELATIONAL STUDY

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Abstract

The research study aimed to determine the relationship between the language learning motivation and students' academic performance in EAPP (English for Academic and Professional Purposes). The study used a quantitative descriptive-correlational method with 103 Baliuag University Grade 11 Senior High School students as respondents. Participants came from four strands, namely; 58 from STEM, 26 from ABM, 13 from HUMSS, and 10 from GAS strands. The survey questionnaire is a modified instrument adapted from Garder's Attitude/Motivation Test Battery (AMTB). Moreover, the English for Academic and Professional Purposes (EAPP) scale was also utilized to determine the English language academic performance of the respondents. The results revealed that the students who took part in the study were more integratively motivated in learning the English language. Most of the respondents have an outstanding academic performance in the English language using the English for Academic and Professional Purposes (EAPP) scale. Finally, results revealed that there is no significant relationship between students' integrative motivation and their English language academic performance. The researchers recommend to explore additional factors that may influence the English academic achievement of the students rather than focusing solely on motivation and conduct another study for a different grade level and school with more number of participants since the results may vary depending on the number of students.

Keywords: Motivation, instrumental motivation, integrative motivation, academic performance.

Introduction

The English language is a worldwide language that plays an important role in assisting people in communicating both nationally and internationally to fit it into the real world. As time passes, this becomes more important due to the continuous development in the surroundings, which creates competition between countries around the world.

English is regarded as the most essential foreign language. Communicating in it has become a basic competency that should be developed in all academic contexts (Fandiño, et al., 2019). Many people want to learn English and improve their communication skills for a variety of reasons, including the ability to gain better work, future careers, plans to travel overseas, and so on. However, according to Valderama (2019), the Philippines fell from 14th place in 2018 to 20th place in the 2019 English Proficiency Index (EPI), causing a concern that the country's education should address immediately. Even though the Philippines' score of 60.14 out of 100 is still under high proficiency level, it illustrates that other countries are improving quicker as global competitiveness tightens.

Undeniably, learning a language is essential because it is already a part of man's daily life, which is why there are a variety of ways to learn it, including formal and informal institutions (Ilmu, 2015). But regardless of one's willingness to learn the language, adopting it needs time and courage. Not every student or learner can simply attain their aim of learning English and adhere to the language learning method.

Based on the K-12 curriculum provided by DepEd, a course called EAPP or English for Academic and Professional Purposes is provided to help learners improve solely the use of the language and improve the learner's language skills. EAPP is an applied subject that is a mandatory subject to take by Senior High School students. This subject aims to improve learners' writing communication abilities to prepare them for

higher education and equip them with the skills to succeed academically. Moreover, Lightbrown & Spada (2001; as cited in Hayati, 2015), presented factors that affect second/foreign language learning, including personality, motivation, and attitudes. He also cited that if the students know the necessary strategies on how to work out the answers on their own, they are enabled to regulate their process of learning.

Learning a language is quite challenging, which is why learners must have internal motivation to learn, which will offer them a high chance of succeeding in utilizing and adopting the language. In a study by Nguyen (2019), he considered that motivation is one of the fundamental factors in successfully learning the language. Furthermore, teachers and researchers are concerned about motivation because it is one of the most important elements influencing learners' success and performance in the language acquisition process (Meşe, E. & Sevilen, 2021).

The research study aimed to determine the relationship between language learning motivation and students' English academic performance, as well as identifying the kind of motivation that influences students' academic performance.

Review of Related Literature

Motivation

Numerous studies have been conducted about motivation which is why a lot of researcher view this based on a different perspective. According to Nguyen (2019), the difference in the views about motivation is because this was investigated differently from different perspectives. Etymologically, Purnama et. al., (2019), explained that motivation was derived from the Latin word *movere*, which means to move, and later absorbed into the English language into motivation, which implies providing motivation or driving causes that led to encouragement. He also

emphasized that a person's motivation is determined by his or her strengths. As a result, this motivation cannot be separated from the concept of motivating in the sense that this motivator can be regarded as a person's cause of action.

Gardner (2004) as cited in Sari (2019) stated that motivation is the process of combining the attempt and wanting to conquer struggles in life to achieve the purpose of learning the language and a positive bearing in learning the language itself. This motivation means that it is the willingness of the learners to achieve or go to the destination wherein the learners can get satisfactory performances. This line of Gardner was also coming from the opinion of Hong and Ganapathy (2017) who defines motivation as something that cannot be observed directly; but can be inferred through learners' action, behavior, persistence, and verbalization.

Motivation is the driving factor that makes learners eager to achieve a specific goal, according to Subakthiasih and Putri's (2020) study. This can also be described as a goal or desire for life achievement and avoidance of failure. It appears to be a direction that will help students express themselves and give their everything in all they do to avoid making mistakes and achieve their objectives. To put it another way, motivation is the process of achieving a goal. Furthermore, a person who is motivated already has the strength or ability to achieve success in life, as being motivated entails being confident and powerful in every decision they make, as well as establishing assurances that they will continue to perform at their best for their satisfaction.

According to Gbollie and Keamu (2017), motivation is an essential ingredient in academic performance. It entails both internal and external variables that excite people's enthusiasm and desire to be engaged in and committed to their profession, role, or attempt to achieve their goal.

In his socio-educational paradigm, Gardner (1985), cited in Nguyen (2019), viewed motivation to be made of three elements such as effort, desire, and effect. The term "effort" relates to the quantity of time spent by students learning a foreign language, as well as the drive of the students. The effect refers to the student's emotional reactions to language learning, while the desire refers to how much the student wants to become proficient in the language.

Types of Motivation

Different types of motivation answer the question of why people learn the language. In general, motivation is broadly classified into two basic categories which are extrinsic and internal motivation. Extrinsic motivation is described by Arnold (2000) as the desire to get an award or avoid punishment. People are motivated because they can benefit from it externally, which emphasizes the need for students to be persuaded to participate or take part in learning, such as in their activities, assignments, grades, or trying to please their teachers. Students' external needs are also highlighted. While intrinsic motivation refers to learning which has its reward. It simply means that the students are willing and voluntarily trying and pursuing to learn things that they think are worth it as they view this as an important aspect that will benefit them. It is the learners who have an internal drive to learn and do not anticipate any external outcomes. It has a good influence since this type of motivation encourages students to learn regardless of the lack of rewards or nothing at all. At the same time as extrinsic motivation, it has a negative effect on learners because they are not learning with a strong intention and are only being pushed because of the rewards they can receive afterward, which could lead them to stop doing things when the awards that were supposed to be given are taken away (Nguyen, 2019).

English Language Motivation

Motivation is often defined as an inner drive, force, feeling, or desire that motivates one to take a specific action, according to Sepora & Sepideh (2012). This was examined as the element of attitudes divided into two fundamental categories of motivation which are instrumental and integrative motivation. These two main sorts of motivation are more focused on language learning, influencing learners to identify reasons why they desire to learn the language in the first place. Mun (2011), Schmidt et al. stated that intrinsic-extrinsic distinction is related to integrative-instrumental differentiation, but not identical.

Instrumental motivation. Instrumental motivation refers to a person's desire to learn a new language to achieve instrumental goals such as advancement in a career, reading technical content, or translating (Sepora & Sepideh, 2012). Instrumental motivation is defined as "learning a language with a more utilitarian goal, such as applying for a well-paid job or gaining higher social status" (p.6) in Mun's (2011) conceptual framework. According to Hudson (2006), cited in Mili (2020), it is the desire to get something useful or concrete from learning a second language. It shows that the goal of gaining some social or economic value through the acquisition of a second language is motivated instrumentally.

In the study of Nguyen (2019) which was conducted in Vietnam with 371 participants, the result shows that students from the first year and second year who were enrolled in autumn of 2016 and 2017 at VNU-UET, majority of them have an instrumental motivation with a mean of =5.0207 while the integrative motivation mean was =4.7974. Based on his study, it was found that students are more instrumentally motivated when they are learning the language because they have a goal they want to attain which will help them to find a good career in the future.

Integrative Motivation. According to Mili[©] (6464) study, integrative motivation is a sort of motivation in which a second language learner wants to integrate into one specific group or associate with the target language group. It is the desire to feel a part of the specific group of individuals with whom people desire to be. These people are making and putting out the effort to attain the sense of belonging they desire. Mun's (2011) conceptual framework of motivation defined integrative motivation in the sense that "individuals learn a language due to positive manners toward the target language group and they seek to integrate into the target language community" (p.6).

Furthermore, the description of integrative motivation in foreign/second language learning was defined as the aspiration or desire to be included or part of recognized or important members of the community or society that speaks the specific language that the learner wanted or desired to learn, according to Saville-Stroke (2006) cited in Nguyen (2019). It is more based on the individual's desire to learn the language to associate or socialize with others who speak the language, as well as the purpose or intention to engage or involve oneself in that community by speaking the second language in the same way.

In the study of Nguyen (2019), instrumental motivation is dominant rather than integrative motivation. However, the study of Sari (2019) about the students' motivation in English language learning of the second-year students of TBI IAIN Bengkulu in the Academic year 2018-2019, contradicts the result of Nguyen. Based on Sari's (2019) study, it was found that integrative motivation with a mean of =3.83 is higher than instrumental motivation which has a mean of =3.64. This study shows the majority of students in Bengkulu are learning the language to communicate with a certain group of people and to feel a sense of belonging.

The results of the studies differed from one another, which could be due to the varying numbers of participants. This research will also evaluate whether most students in Baliuag University's Grade 11 Senior High School have an instrumental or integrative motivation.

Academic Performance

Several authors agree that academic achievement is the outcome of students' learning, which is brought on by teachers' instructional activities, and the result is produced by the students (Lamas, 2015). According to Narad and Abdullah (2016), academic performance is the information and knowledge gained that is measured by a teacher's marks, which are based on the learner's performances in class, and it is a set of educational goals set by the student that the student intends to meet during the specified period. According to Martines (2007), who was cited in Kumar et al. 's (2021) study, from a humanistic perspective, it is defined as a productivity outcome resulting from student engagement in learning and training, which has been typically articulated through student grades. Furthermore, according to Torres and Rodriguez (2006), mentioned in Davidson and Dustova's (2017) study, academic performances are defined as the level of knowledge demonstrated by students in a specific area or subject relative to the norm and are commonly measured using the grade point average.

Using the different types of assessment, academic achievement can be measured as assessment is a continuous process that brings and carries out some valuable and transparent information about the learning process of the students (Linn and Gronlund, 1995 cited in Davidson, 2017). Hargis (2003) cited in Davidson (2017), commented that the grading process is supposedly motivation and provides goals. On the other hand, Haladyna (1999) cited also in the study of Davidson and Dustova (2017) grades can act as a motivator for students to cheat. Though at the same time grading offers

the added benefit of keeping track of students' academic achievements, the example given is the data sets. Furthermore, nonacademic behaviors are widely condemned for invalidating grades and impeding student learning when they are included in academic grades for rewards or punishments (Guskey, 2000; O'Connor & Wormeli, 2011; Erickson, 2011; Dueck, 2014; Muñoz & Guskey, 2015).

The purpose of the school or academic performance is to achieve an educational goal which is to give what the learners have to learn and to receive the learnings and knowledge the students must gain inside the school. The concept of academic performance is to gain more substance or significance as it is the most anticipated outcome of the educational process (Kumar et al., 2021). Academic performance is not only focused on the learning outcome itself of the students, but it involves factors for it to be measured such as the intellectual level, personality, skills, interests, study habits, self-esteem, or the teacher-student relationship (Lamas, 2015). It was also added that diverging performance happens when there is a discrepancy between academic performance and the student's predicted performance.

The academic performance of students, according to Rona et al. (2014), is a key feature and one of the important goals (Narad and Abdullah, 2016) of education. Academic performance has piqued the interest of researchers, parents, policymakers, and planners, particularly those affiliated with Higher Education Institutions (HEIs), as it can be seen as the core around which many crucial components of the educational system revolve (Kumar, 2021). Academic performance may appear to be a simple result of education, but the impact of students' academic success within every nation is multidimensional.

According to Narad and Abdullah (2016), any academic institution's success or failure is mostly defined by the academic performance of its students. In this aspect, the

academic success of the students has also associated the increases in the reputation of an institution which is why academic performance is widely observed and something highly significant for anyone who has a concern for anyone concerned with education (Osiki, 2001 cited in Kumar et al., 2021). Olufemi et al. (2018) also added that several elements, including students' learning skills, family background, social impact, effective instruction, and learning infrastructure, among others, influence students' academic progress.

English for Academic and Professional Purposes (EAPP)

According to the University of Rochester in the United States, the English for Academic and Professional Purposes, or EAPP, is a two-semester program for native and non-native English speakers that allows students to focus on English writing, and critical reading, and research abilities.

Based on the curriculum guide of K-12 provided by DepEd, EAPP or English for Academic and Professional Purposes is an applied subject that all the Senior High schools private and public have to take as part of the curriculum guide. These applied subjects, which include EAPP, focus on the precise application of certain subjects on the student's selected career track or learning strand, as compared to core subjects. This subject covers a variety of areas that focus on developing students' various skills such as reading, listening, and speaking, as well as preparing students for academic success.

According to the DepEd handbook curriculum guide (2016), this course English for Academic and Professional Purposes seeks to teach learners how to communicate effectively in a variety of academic and professional situations. Moreover, English for Academic and Professional Purposes is an important subject in Senior High School because it assists students in developing skills that improve their communication skills as well as their ability to use the English language. The development of skills such as listening

comprehension, fluency, oral intelligibility, reading, grammar, writing, and vocabulary is addressed. For academic study skills, test-taking and note-taking abilities, academic language use, critical reading and writing, academic lecture comprehension, research and library skills, formal composition formats, and development, including research papers, are all addressed. Following this, the course content covers five major headings: (1) Reading Academic Texts, (2) Writing the Reaction Paper/ Review/ Critique, (3) Writing the Concept Paper, (4) Writing the Position Paper, and, (5) Writing the Survey/ Field/ Laboratory/ Scientific/ Technical Report (Laurel Ma. M., et al., 2016).

Role of Motivation to Students' Academic Performance

To improve the learners' learning outcomes, the nature of motivation, as well as the usage of learning strategy, is necessary. Many factors influence the success of learning a foreign language, including intelligence, attitude, abilities, and motivation (Mantiri, 2015; Santana et al., 2016; Stoen and Haugan, 2016). Among these stated factors, according to Mantiri (2015) and Kazantseva et al. (2016), motivation is the main factor that affects the foreign language of the learners since it intervenes the attitude toward the target language which is necessary for learning and the outputs in the process of learning the language. Furthermore, motivation incorporates various factors such as cognition, behavior, emotion, decision-making process, and biological aspects as it is a psychological process (cited in Fandiño et al., 2019).

The learning method is a crucial factor in academic achievement, according to a study by Lamas (2014). These various approaches lead to a variety of motivational outcomes. The study mentions two approaches: the deep approach and the surface approach. The deep approach, according to the study, is based on intrinsic motivation, in which students have a strong interest in the subject and believe that studying would benefit them personally. In other

words, the learners develop and consider learning as something significant in their life. Additionally, a student with a deep approach based on the study usually achieves a good academic performance as it caters to the internal needs of the learner (Lamas, 2014). The surface approach on the other hand is based on extrinsic motivation wherein the students strive their utmost to achieve something to avoid failure or punishment. According to Lamas' (2014) study, these students perform poorly concerning the teacher's objectives and may consider leaving school early. Furthermore, the learning method is defined as the combination of intention and strategy when addressing a certain task at a specific time. Thus, when these two approaches are present to learners there is an intention of getting high grades by applying appropriate techniques to learn from the surface approach. The deep approach involves self-determined motivation wherein learners exert an effort and pleasure for what they have been studying. Therefore, in this regard, the students have a high probability of obtaining high performance in/her study because there is a driving force that keeps them moving forward and doing well in their academic performance.

Theoretical Framework

Locke's theory implies that when the learners set the goal, they wanted to attain at the end of performing a certain task or activity, these things perceive as motivation that drives the learners to put an effort and show their best in a conclusion that they can gain something from it and can be benefited as they have a set of goals they wish to obtain after doing the action. Setting goals will help a lot of the students to be motivated wherein it can result in a good performance since as it says, goal setting is perceived as setting up the mind of the students to perform well no matter how difficult it is because they are aware of the result awaits them.

In relation to the study, the researcher sought to find the relationship between language learning motivation and

students' academic performance. The theory of Locke, which is the "Goal-setting theory," can explain how the students' academic performances increase and how helpful motivation is to help the learners to be encouraged and to give their best in everything they do inside the classroom.

Conceptual Framework

This research study focused on the correlation between language learning motivation and students' academic performance. It described the students' current language learning motivation such as instrumental and integrative and how this may influence their academic performance.

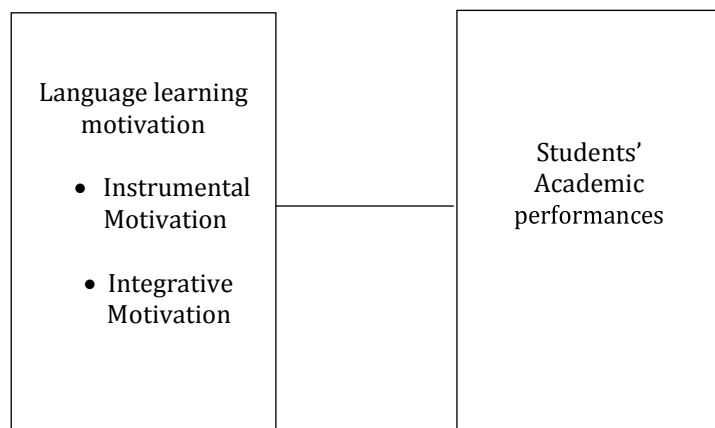


Figure 1. Research Paradigm of the Study

The Problem

This study aimed to determine the relationship between language learning motivation and academic performance of Grade 11 Senior High School students.

Specifically, the research study sought to answer the following sub-problems:

1. How may the level of motivation of the students be described in terms of:
 - a. instrumental motivation; and
 - b. integrative motivation?
2. How may the English language academic performance of the students be described?
3. Is there a significant relationship between language learning motivation and academic performance of Senior High School students?

Hypothesis

HO: The students' language learning motivation has no significant relationship with their academic performance.

Method

This chapter discusses the research method utilized in the study, participants, research instruments, data gathering procedures and data analysis.

The research study used a quantitative descriptive-correlational method with 103 Baliuag University Grade 11 Senior High School students of as respondents. Participants came from four strands: 58 from STEM, 26 from ABM, 13 from HUMSS, and 10 from GAS strands.

The survey questionnaire is a modified instrument adapted from Garder's Attitude/Motivation Test Battery (AMTB) which is divided into two parts. The first part consisted of 13 questions (items 1-13) that demonstrate integrative motivation while the second part consisted of 17 questions (items 14-30) that demonstrate the instrumental motivation. Survey Questions were presented via Google Form format and forwarded to the participants' instructors and finally send to the student-respondents' e-mails.

Frequency counts and percentages were used to describe the demographic profile of the respondents and their level of motivation. Moreover, mean and standard deviation were utilized to describe the language learning motivation of the students and their academic performance in EAPP (English for Academic and Professional Purposes).

To assess the level of language learning motivation of the respondents, the following scale and verbal interpretations were used:

Point	Scale	Interpretation
4	3.26-4	Highly Motivated
3	2.51-3.25	Motivated
2	1.76-2.5	Fairly Motivated
1	1.0-1.75	Least Motivated

To determine the mean academic performance of the students using the scale for English for Academic and Professional Purposes (EAPP), the following grade range and description were utilized (DepEd's grading system for the K-12 curriculum):

Grade Range	Description
90 - 100	Outstanding
85 – 89	Very Satisfactory
80 - 84	Satisfactory
75 - 79	Fairly Satisfactory
Below 75	Did not meet the expectation

To determine the relationship between language learning motivation and student's English academic performance, the Pearson Product-Moment Correlation was

utilized. Likewise, to describe the strength of correlation of the two variables, following range and verbal interpretations were utilized:

Range	Interpretation
.80 – 1.0	Very strong
.60 - .79	Strong
.40 - .59	Moderate
.20 - .39	Weak
.00-.19	Very Weak

Results and Discussions

This chapter presents the results and interpretation of the data on the language learning motivation and English academic performance of the Grade 11 Senior High School students.

Table 1
Frequency and Percentage Distribution of Respondents According to Strand

Strand	Frequency	Percentage
STEM	58	56.31%
ABM	26	25.24%
HUMSS	13	12.62%
GAS	6	5.83%
Total	103	100%

Table 1 shows the distribution of the respondents in every strand. The participants consist of a total of 103 respondents from Grade 11 Senior High School of Baliuag University. There were 58 (56.31%) respondents from STEM,

26 (25.24%) respondents from ABM, 13 (12.62%) respondents from HUMSS, and 6 (5.83%) respondents from GAS.

Table 2
Frequency and Percentage Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Female	69	66.99%
Male	34	33.01%
Total	103	100%

Table 2 presents the gender of the respondents. From the 103 participants, 69 (66.99%) respondents are females and 34 (33.01%) are males.

Table 3
Mean and Standard Deviation of Respondents in Language Learning Motivation

Language Learning Motivation	N	M	SD	Inventory Scores Interpretation
Integrative Motivation	103	3.17	0.30	Motivated
Instrumental Motivation	103	3.06	0.31	Motivated

Table 3 describes the mean and standard deviation of the participants in language learning motivation which has subtypes variable of integrative motivation and instrumental motivation. Based on the computation results, the weighted average mean of the respondents toward integrative motivation was 3.17 ($SD=.30$, $N=103$), indicating that they were "Motivated." On the other hand, the weighted average mean of the respondents towards instrumental motivation was 3.06 ($SD=.31$, $N=103$) which indicates that they were also "Motivated."

From the values of mean, though both have the same interpretation, it has revealed that the integrative motivation in language of the respondents is higher than their instrumental motivation. The results of the study were supported by the study of Sari (2019) which stated that students' motivation in English language learning of the second-year students of TBI IAIN Bengkulu in the Academic year 2018-2019. Sari also concluded that the mean score of integrative is higher than the mean score of instrumental motivation (Sari, 2019).

Table 4
Frequency and Percentage Distribution of Respondents in Language Learning Motivation

Language Learning Motivation	Frequency	Inventory Scores Percentage
Integrative Motivation	70	68%
Instrumental Motivation	33	32%
Total	103	100%

Table 4 illustrates the total score of integrative and instrumentally motivated students as determined by the survey questionnaire results. Items 1-13 were used to assess the student's "integrative motivation," while items 14-30 were used to assess the student's "instrumental motivation." If the mean average of the student's integrative motivation exceeds the instrumental motivation, the students exhibit integrative motivation. If, on the other hand, the student's mean average instrumental motivation is more than the integrative motivation, the students have an instrumental motivation.

From the table above, it can be seen that the students mostly have an integrative motivation in learning the language. With the total number of 103 participants, 70

(68%) respondents have integrative motivation; meanwhile, 33 (32%) respondents have instrumental motivation. This result proves that the majority of the participants from Baliuag University have integrative motivation in learning the English language.

Table 5
Mean and Standard Deviation of Respondents in their English Academic Performance

	<i>N</i>	<i>M</i>	<i>SD</i>	Inventory Scores Description
Academic Performance	103	93.4	3.76	Outstanding

Table 5 describes the weighted mean and the description of the level of English academic performance of the participants. The results of this academic performance were from the student's grade in the English for Academic and Professional Purposes (EAPP) which were just taken by Grade 11 Senior High School students of Baliuag University during the First Semester of School Year 2021-2022. According to Martinez (2007), cited in the study of Kumar et. al (2021), it is as the productivity outcome coming from the students which is the result of engagement in learning and training wherein has been commonly articulated through grades of the students. Based on the results of the computation, it was shown that the weighted average mean of the respondent's academic performance was 93.4 ($SD > 7.1^0$, $M > 547$) which indicates that their grade description is "Outstanding."

Table 6
Correlation Between Language Learning Motivation of the Students and Students' English Academic Performance

Variable	Statistical Treatment	Integrative Motivation	Instrumental Motivation	Decision
Academic Performance	Pearson Correlation	.171	-0.077	Accept
	Sig.	.157	.672	
	<i>N</i>	70	33	

Table 6 illustrates that using the Pearson Product Moment Correlation, it was found out that there was no significant relationship between language learning motivation and the respondents English academic performance. The researcher grouped the students based on the higher mean of their answers in the questionnaire, which was how the total number of students for each motivation was determined. The result using the divided group with their academic performance shows that there was no significant relationship between integrative motivation and English academic performance with a result of $r = .171$, $p > .05$, $N = 70$.

On the other hand, the correlation between the instrumental motivation and English academic performance of the students shows that there was no significant relationship between the two variables with a result of $r = -0.077$, $p > 0.05$, $N > 77$. Furthermore, the result also shows that there was no correlation at all between the two variables. Therefore, the null hypothesis was accepted.

Several factors influence students' academic performance, according to Olufemi et al. (2018), including their learning skills, parental background, peer influence, effective instruction, and learning infrastructure, among others. or indicators influence students' English academic performance.

Conclusions

Based on the findings and summary of the study, the following were concluded:

1. Most of the Grade 11 Senior High School student-participants have more integrative motivation to learn the language because they want to use it to communicate in a group of people with whom they can feel a sense of belongingness and interaction.
2. Most of the Grade 11 Senior High School student-participants have an outstanding academic performance in English with a corresponding average of 90-100 in their English for Academic and Professional Purposes (EAPP).
3. Result of Pearson's correlation coefficient analysis shows that there is a weak correlation between students' integrative language learning motivation and academic performance, thus, there is no significant relationship between the two variables.

Recommendations

In the light of the above findings and conclusions, the following recommendations were offered:

1. Explore additional factors that may influence the English academic achievement of the students rather than focusing solely on motivation.
2. Conduct another study for a different grade level and school with more number of participants since the result may vary depending on the number of students.
3. This study can also be used as reference for future researchers related to the problem/topic of the research study.

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