

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
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THESIS

THE RELATIONSHIP BETWEEN MOTIVATION AND
SELF-EFFICACY IN ENGLISH LANGUAGE LEARNING
AMONG SECOND SEMESTER STUDENTS AT UIMSYA
BLOKAGUNG BANYUWANGI
IN THE ACADEMIC YEAR 2024–2025

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DEGREE PREREQUISITES

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In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department (S.Pd.)

By:
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ADVISOR APPROVAL SHEET

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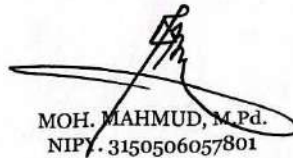
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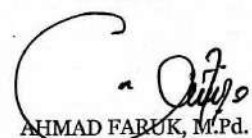
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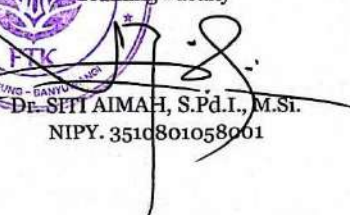

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MOTO AND DEDICATION

Striving for excellence with sincerity, seeking knowledge for the sake of Allah.

This work is dedicated to my beloved parents, esteemed teachers, and all those who have supported and prayed for my success. May every effort and knowledge shared become a source of continuous blessings (amal jariyah), and may Allah SWT grant us His guidance and approval in all our endeavors. Ameen.

DECLARATION OF AUTHENTICITY OF THESIS

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Declare that:

1. This Thesis has never submitted to any other education institution for any other academic degree.
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3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 29 June 2025

Declarator



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ABSTRACT

Ansori, Irfan. 2025. The Relationship Between Motivation and Self-Efficacy in English Language Learning Among Second Semester Students at UIMSYA Blokagung Banyuwangi in the Academic Year 2024–2025. Skripsi/Tesis. English Education Study Program, Faculty of Education and Teacher Training, KH. Mukhtar Syafaat University (UIMSYA), Blokagung, Banyuwangi. Supervisor: Adib Ahmada, M.Pd.

Keywords: Learning Motivation, Self-Efficacy, English Learning, College Students, Correlation

This study aims to determine the relationship between learning motivation and self-efficacy in English language learning among second-semester students at Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung, Banyuwangi, for the 2024–2025 academic year.

This research uses a quantitative correlational approach with purposive sampling, involving 20 students from class IIA. The data were collected using a Likert-scale questionnaire, which was previously tested for validity and reliability.

The results of the Shapiro-Wilk normality test showed that both learning motivation and self-efficacy scores were normally distributed. Pearson's product-moment correlation test revealed a significant positive relationship between the two variables ($r = 0.716$, $p = 0.000$). Simple linear regression analysis produced an R^2 value of 0.513, indicating that learning motivation contributed 51.3% to students' self-efficacy. Hypothesis testing showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, meaning that there is a statistically significant relationship between learning motivation and self-efficacy in English language learning. These findings suggest that the higher the students' learning motivation, the higher their level of self-efficacy.

ABSTRAK

Ansori, Irfan. 2025. Hubungan antara Motivasi dan Efikasi Diri dalam Pembelajaran Bahasa Inggris pada Mahasiswa Semester Dua di UIMSYA Blokagung Banyuwangi Tahun Akademik 2024–2025. Skripsi/Tesis. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Adib Ahmada, M.Pd.

Kata Kunci: Motivasi Belajar, Self-Efficacy, Pembelajaran Bahasa Inggris, Mahasiswa, Korelasi

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi belajar dan self-efficacy dalam pembelajaran Bahasa Inggris pada mahasiswa semester II Universitas Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi tahun akademik 2024–2025.

Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan teknik purposive sampling, melibatkan 20 mahasiswa dari kelas IIA. Data dikumpulkan menggunakan angket skala Likert yang telah diuji validitas dan reliabilitasnya.

Hasil uji normalitas Shapiro-Wilk menunjukkan bahwa skor motivasi belajar dan efikasi diri berdistribusi normal. Uji korelasi Pearson menunjukkan adanya hubungan positif yang signifikan antara kedua variabel ($r = 0,716$; $p = 0,000$). Analisis regresi linier sederhana menunjukkan nilai R^2 sebesar 0,513, yang berarti motivasi belajar memberikan kontribusi sebesar 51,3% terhadap self-efficacy mahasiswa. Hasil uji hipotesis menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara motivasi belajar dan self-efficacy dalam pembelajaran Bahasa Inggris.

FOREWORD

بسم الله الرحمن الرحيم

In the name of Allah, the most beneficent, the most merciful.

All praise and gratitude we offer to the presence of Allah SWT, the Lord of the universe, who has given the opportunity, protection, strength, guidance, blessings, knowledge, and ability to the author in completing the final assignment in his studies. Blessings and greetings we offer to the last messenger of Allah, the Prophet Muhammad, for his intercession as his followers and also to his family, friends and followers.

This thesis entitled “The Influence of The Outline Technique on Improving Students’ Proficiency in Writing Analytical Exposition” is presented to the English Education Department, Faculty of Tarbiya and Teachers Training Universitas Kh. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi 2025 as partial fulfilment of the requirement for the degree of Strata-1 (S.Pd).

Throughout this long and tiring process, the author faced many challenges and obstacles to complete this thesis. Of course, this thesis would not have been completed without the help and support of people around, including lecturers, family, friends, and the school institution.

First of all, the author would like to express his deepest gratitude to his beloved parents, Mr. Abd. Wahid and Mrs. Solehah who always provided support, advice, warmth, prayers, and encouragement in completing this thesis to get the best results. In addition, the author would like to express his deepest appreciation and gratitude to the advisor, Mr. Adib Ahmada, M.Pd. for his time and patience in guiding, providing advice, suggestions, valuable input, and support from the beginning to the end of this thesis.

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Finally, the writer realizes that this thesis is still from being perfect. Hopefully, this research will be useful not only for the writer but also to the readers and further researchers. Therefore, the writer is very welcome to accept the feedback, suggestion, and critiques to make this thesis better.

Banyuwangi, June 29st 2025
The Writer,

Irfan Ansori

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CHAPTER I

INTRODUCTION

1.1 Research Background

Education plays a critical role in shaping the quality of human resources, with its effectiveness determined not only by curriculum design and instructional methods but also by psychological constructs that influence student engagement and academic outcomes. As highlighted by Sari et al. (2021), psychological factors such as motivation and self-efficacy are instrumental in shaping students' academic performance. Understanding these variables is therefore essential in optimizing pedagogical strategies, particularly in higher education contexts.

Learning motivation is a key internal drive that compels students to engage in academic activities and persist toward educational goals. It originates from both intrinsic factors (e.g., interest and curiosity) and extrinsic influences (e.g., environmental support and social reinforcement) (Diandaru, 2023). Motivated students tend to show higher perseverance, resilience, and task commitment, whereas low motivation often leads to poor academic focus, reduced participation, and lower achievement (Diandaru, 2023; Sakız et al., 2021).

On the other hand, self-efficacy refers to a learner's belief in their capability to perform specific academic tasks effectively. Robaiyani et al. (2024) found that students with high self-efficacy are more confident, adaptive, and persistent in overcoming academic challenges. In the context of English language learning, self-efficacy has been identified as a strong predictor of learners' success in acquiring listening, speaking, reading, and writing skills.

Despite the importance of English language proficiency in academic and professional settings, many university students in Indonesia continue to struggle with English acquisition due to psychological barriers. Zulfitri (2019) noted that a lack of confidence, limited vocabulary, and low motivation contribute significantly to poor performance in English courses. Students often experience anxiety in speaking tasks, weak grammatical understanding, and difficulty retaining new language structures.

These challenges are also evident at Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, particularly

among second-semester students. Preliminary observations indicate that many students display hesitation and lack of confidence when engaging in English-related tasks, such as classroom discussions and oral presentations. This issue is compounded by low participation rates and minimal effort to understand course materials, especially among students with reduced motivation (Rita, 2022).

Empirical studies consistently demonstrate a positive correlation between self-efficacy and learning motivation. Usman et al. (2025) reported that students with higher self-efficacy tend to be more motivated and active in English language acquisition. Firdausi and Patria (2019) further emphasized this relationship by showing that students with strong self-beliefs persist longer in solving difficult tasks, especially in mathematics. Naser et al. (2024) confirmed that self-efficacy not only reduces academic anxiety but also strengthens learners' use of self-regulated learning strategies. This suggests that self-efficacy serves both as a motivational driver and a regulatory mechanism in academic success.

Furthermore, La Kalamu (2021), drawing from Self-Determination Theory, argued that when learners feel competent and autonomous, their intrinsic motivation increases. This dynamic reinforces the role of self-efficacy as a foundation for sustained academic engagement and performance. In the realm of English learning, Kurniawan and Shafa (2022) observed that students with strong self-efficacy are more willing to take risks in speaking and writing, while students with low self-efficacy tend to withdraw and avoid communicative tasks.

The classroom environment also influences students' motivation and self-efficacy. Ayub et al. (2022) found that positive reinforcement, constructive feedback, and a supportive learning atmosphere significantly enhance students' confidence and willingness to use English in authentic contexts.

While numerous studies have explored the interplay between motivation and self-efficacy, few have investigated this relationship within rural Islamic universities in Indonesia, such as UIMSYA. This institution provides a unique academic environment where students' linguistic development intersects with strong religious and cultural values, potentially shaping their learning behaviors and self-perceptions in distinct ways.

Thus, this study aims to investigate the relationship between motivation and self-efficacy in English language learning among second-semester students at UIMSYA Blokagung Banyuwangi, with a focus on Class IIA as the research sample. Although both Class IIA and IIB consist of 20 students each, Class IIA was selected due to its balanced representation of diverse motivational and self-efficacy levels, as observed during preliminary classroom assessments. Additionally, logistical factors, such as scheduling flexibility and instructor collaboration, made this class more accessible for data collection.

This institution was selected due to its unique socio-cultural context, where many students come from rural backgrounds with limited prior exposure to English, yet are expected to achieve communicative competence rapidly to meet academic demands. UIMSYA's emphasis on integrating Islamic values with modern education also creates a distinctive learning environment, potentially influencing students' psychological dynamics differently than in conventional settings. By examining these factors in Class IIA, this research seeks to provide actionable insights for educators at UIMSYA and similar institutions on fostering motivation and self-efficacy to enhance English language acquisition.

1.2 Research Problem

In response to these issues, this study seeks to answer the following research question: What is the relationship between learning motivation and self-efficacy among second-semester students in English language learning at UIMSYA Blokagung Banyuwangi?

1.3 Research Objective

This study aimed to identify the relationship between learning motivation and self-efficacy in English language learning among second-semester students at Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi (UIMSYA).

1.4 Research Significances

This study is expected to contribute to the advancement of knowledge, particularly in the domains of education and educational psychology. The findings may serve as a valuable reference for students, educators, and other stakeholders aiming

to improve the quality of English language instruction. The significance of this research can be viewed from both theoretical and practical perspectives.

From a theoretical standpoint, this study aims to broaden the existing body of knowledge and enrich scholarly discourse regarding the relationship between learning motivation and self-efficacy in the context of English language acquisition. Furthermore, it seeks to reinforce existing theoretical frameworks on the role of self-efficacy in enhancing students' motivation to learn and to provide a foundation for subsequent research in the areas of education, learning psychology, and English language teaching methodologies.

From a practical perspective, the outcomes of this study are anticipated to benefit various stakeholders in the educational field. For students, the findings may help raise awareness of the significance of self-efficacy in boosting learning motivation, thereby fostering greater confidence in acquiring English language skills. For lecturers and educators, the study can serve as a reference for designing more effective instructional strategies that emphasize the development of students' self-efficacy. Educational institutions may also utilize these insights to formulate academic policies that support and enhance the quality of English language education. Additionally, this research offers a basis for future investigations into psychological factors that influence academic achievement.

1.5 Scope and Limitation

This study is limited to investigating the relationship between learning motivation and self-efficacy in the context of English language learning among second-semester students at UIMSYA Blokagung Banyuwangi during the even semester of the 2024–2025 academic year. The research focuses solely on two variables: learning motivation as the dependent variable and self-efficacy as the independent variable. Other factors that may influence student learning, such as teaching methods or classroom environment, are not included in this study. Learning motivation is analyzed through three components: perseverance, which refers to students' efforts to keep learning English despite difficulties; interest in learning, which reflects their engagement and enthusiasm; and academic goals, which describe their desire to improve English skills for future achievement. Self-efficacy is

examined based on three aspects: self-confidence in using English both orally and in writing, academic resilience in facing challenges during the learning process, and independent learning, which includes students' initiative in using learning strategies and resources outside the classroom. This clear scope ensures the study remains focused and relevant to the context of English language learning.

1.6 Definition of Terms

The operational definitions in this study aim to provide a clear delineation of the variables to ensure systematic and objective measurement. The operational definitions are as follows:

a. Motivation

In this study, motivation refers to the internal and external factors that drive students to engage in English language learning. It is operationally defined through three main components: perseverance, interest in learning, and academic goals. Perseverance reflects students' continuous effort to learn English despite challenges, aligning with Triwiratman et al.'s (2023) concept of motivational resilience in language learning. Interest in learning represents their enthusiasm and active participation, drawing from Bandhu et al.'s (2024) Self-Determination Theory, which highlights intrinsic motivation as a key driver of engagement. Academic goals indicate students' aspirations to improve English proficiency for future success, consistent with Jaya et al.'s (2024) Goal-Setting Theory. These components collectively capture students' motivation levels.

b. Self-Efficacy

Self-efficacy is defined as students' perceived capability to comprehend, utilize, and master English in academic settings, based on Bandura's (1997) Social Cognitive Theory. The construct is assessed through three dimensions: (1) confidence in completing English tasks (e.g., speaking or writing assignments), reflecting task-specific self-efficacy (Pajares, 2002); (2) ability to navigate academic difficulties (e.g., grammar or vocabulary challenges), aligning with Firdausi & Patria (2019) findings on persistence; and (3) readiness to use English across contexts (e.g., classroom discussions or presentations), consistent with Usman et al.'s

(2025) operationalization of adaptive self-efficacy in language learning.

c. English language learning

English language learning refers to the formal acquisition of four core skills—listening, speaking, reading, and writing—within the academic curriculum at Universitas KH. Mukhtar Syafaat. This definition aligns with the communicative competence framework (Dale H Schunk, 2012) and contextualizes learning as an institutional process aimed at achieving proficiency (Mansyur et al., 2024). The study focuses on second-semester students' experiences, where these skills are taught through structured courses and assessed via classroom performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

The theoretical framework of this study examines the fundamental constructs that underpin the research variables, specifically learning motivation and self-efficacy within the context of English language acquisition. Understanding these concepts is essential to establishing a clear and systematic analytical framework for examining the relationship between the studied variables. The theories utilized in this research include learning motivation theories, self-efficacy theories, and the interplay between these concepts within the context of English language learning.

2.1.1 Motivation

a. Definition of Learning Motivation

Learning motivation is fundamentally a psychological force that drives individuals to initiate, direct, and sustain learning behaviors (Pintrich & Schunk, 2002). As a dynamic process, motivation continuously evolves in accordance with one's learning experiences. In educational settings, Sardiman (2018) emphasizes that motivation acts as the driving engine for all learning activities. Without this internal drive, the learning process becomes aimless and lacks significance.

From a psychological perspective, learning motivation is an internal condition that activates and guides learning behavior. Maslow (1970) through his hierarchy of needs theory, explains that motivation arises from efforts to fulfill basic to self-actualization needs. McClelland (1985) further posits that the need for achievement serves as a primary motivator in academic engagement. Collectively, these theories highlight the complexity and multidimensional nature of learning motivation.

Structurally, learning motivation comprises three interrelated components. The first is direction, which refers to the specific goals pursued through learning. The second is intensity, indicating the degree of effort exerted in learning activities. The third is persistence, which

reflects sustained engagement despite obstacles (Dörnyei, 2001). These three components form a coherent system that determines the quality of one's motivation.

The development of learning motivation involves a series of complex cognitive evaluations. According to the Expectancy-Value Theory (Eccles & Wigfield, 2002), motivation is influenced by two primary factors: the expectancy of success and the perceived value of the task. Additionally, Bandura (1997) highlights the role of self-efficacy beliefs in shaping motivation. This process is dynamic, adapting continually as learners gain new experiences.

Learning motivation is not static; it is inherently fluctuating and subject to transformation. Deci and Ryan (2000) in their Self-Determination Theory, explain how extrinsic motivation can be internalized into intrinsic motivation through meaningful engagement. Initially, students may learn due to external pressures, but over time, they may develop internal appreciation for learning itself. This transformation underscores the adaptive nature of motivation across different learning contexts.

In addition to its quantitative aspects, learning motivation possesses important qualitative dimensions. Ryan and Deci (2000) distinguish between intrinsic motivation, which stems from inherent interest, and extrinsic motivation, driven by external rewards or obligations. While intrinsic motivation is often considered more desirable, research suggests that both types of motivation can interact synergistically in educational settings (Dörnyei & Ushioda, 2011). This understanding helps educators to implement more comprehensive motivational strategies.

Every individual exhibits unique motivational patterns shaped by various factors. Covington (2000) asserts that one's motivational profile is influenced by personality traits, prior learning experiences, and sociocultural contexts. Some students may be driven by intellectual challenges, while others are more responsive to social recognition. This diversity highlights the

importance of differentiated approaches in addressing students' motivational needs.

Ultimately, learning motivation serves as a critical determinant of academic success. As Schunk, Pintrich, and Meece (2008), describe, motivation functions as the psychological energy that fuels all learning endeavors. In the context of foreign language learning, Dörnyei (2005) argues that motivation is a central factor in overcoming the complex challenges of language acquisition. A comprehensive understanding of motivation is therefore essential for the development of effective instructional strategies.

b. Forms of Motivation in Learning

In general, learning motivation can be classified into two types based on its source. According to Deci and Ryan (1985) in their Self-Determination Theory, there are two primary forms of motivation in the context of learning:

- 1) Intrinsic motivation refers to a form of motivation that originates from within the individual, driven by a genuine interest or inherent satisfaction in engaging with the learning material.
- 2) Extrinsic motivation refers to a form of motivation that arises from external factors, such as rewards, recognition, or social and environmental pressures.

This classification serves as a critical foundation for understanding the dynamics of student motivation. Numerous studies have demonstrated that intrinsic and extrinsic motivation often interact and influence each other throughout the learning process. While these motivational types are distinct, they frequently coexist and evolve in complex educational contexts. Understanding their interplay is essential for designing effective pedagogical strategies.

Intrinsic motivation is widely regarded as the most ideal form of motivation in learning activities. Ryan and Deci (2000) explain that this type of motivation emerges when students engage in learning purely out of curiosity and enjoyment derived from mastering the subject matter. For example, a student may eagerly read an English book out of genuine interest in its content. The primary

advantage of intrinsic motivation lies in its sustainability, as it persists without reliance on external incentives. Nevertheless, in real-world educational settings, not all content naturally elicits intrinsic motivation.

In contrast, extrinsic motivation can be differentiated into several levels based on the degree of internalization. According to Vallerand (1997), extrinsic motivation ranges from a desire to obtain rewards to a more integrated awareness of the material's importance. In the context of English language learning, students may initially be driven by the desire to achieve high grades, which may later evolve into an appreciation of English as a valuable tool for their future. These levels demonstrate that, when internalized effectively, extrinsic motivation can also contribute positively to learning outcomes.

Specifically in the context of language learning, Gardner and Lambert (1972) classify motivation into two distinct types:

- 1) Integrative motivation, which arises when learners are driven by a desire to understand and integrate with the culture of the target language's native speakers.
- 2) Instrumental motivation, which is rooted in practical considerations, such as gaining employment, advancing in one's career, or pursuing academic goals.

Both forms of motivation can effectively support successful learning outcomes when appropriately managed.

In addition to the aforementioned types, achievement motivation also plays a significant role in the learning process. McClelland (1961) stated that individuals with high achievement motivation tend to set ambitious goals and persist in overcoming challenges. This type of motivation is often influenced by one's personality and prior learning experiences. It is important to note that achievement motivation can be either positive or negative, depending on its underlying purpose.

Social factors can also shape specific learning motivations. Wentzel (1999) found that the desire for recognition or fulfilling parental expectations may serve as powerful drivers of learning behavior. In English language

classrooms, this may manifest in the form of healthy peer competition or a strong desire not to disappoint teachers. Although categorized as extrinsic motivation, social motivation is unique in that it involves interpersonal relationships. Its influence on learning can be substantial, particularly within collectivist cultures such as Indonesia.

In actual classroom settings, these various forms of motivation rarely appear in isolation. Dörnyei (2001) emphasized that learning motivation typically results from a combination of multiple motivational types. For instance, a student may study English due to an interest in Western culture (integrative), a need to study abroad (instrumental), and a desire to make their parents proud (social). Understanding this complexity enables educators to design more comprehensive and effective motivational strategies that cater to diverse student backgrounds and needs.

c. The Functions of Motivation in Learning

Motivation serves as the driving force that initiates and activates learning behavior. Sardiman (2018) explains that motivation functions like an engine powering a vehicle, providing the energy students need to begin the learning process. Without motivation, students tend to be passive and lack the internal drive to engage in learning. This function is crucial, as it determines the initiation of the entire teaching and learning process in the classroom.

In addition to being a driving force, motivation also functions to direct learning behavior toward specific goals. According to Djamarah (2011), motivation helps students focus their attention on the subject matter and disregard irrelevant distractions. In the context of English language learning, motivation guides students to prioritize mastering vocabulary and grammar. This directive function ensures that students' learning efforts remain concentrated on achieving the desired competencies.

Motivation plays a vital role in sustaining students' persistence when facing learning difficulties. Schunk (2012) states that motivated students tend to demonstrate greater resilience when dealing with challenging material. For instance, in learning complex English tenses,

motivation helps students persist in their efforts despite the difficulties. This function is essential, as effective learning requires consistency and perseverance.

Motivation also contributes significantly to achieving optimal learning outcomes. Hamalik (2019) highlights a positive correlation between the level of motivation and students' academic performance. Highly motivated students tend to take learning tasks more seriously and actively participate in classroom activities. In English language learning, strong motivation encourages continuous practice until the desired language proficiency is attained.

Moreover, motivation plays a critical role in enhancing cognitive processes during learning. According to Pintrich and Schunk (2002), motivation improves students' abilities to process and retain new information. Motivated learners are more likely to understand and remember lesson content, including grammatical rules in English. This indicates that motivation influences not only affective but also cognitive dimensions of learning.

Finally, motivation fosters student autonomy in learning. Deci and Ryan (2000) emphasize that intrinsic motivation, in particular, can encourage students to engage in self-directed learning without relying on teacher supervision. In English language learning, this is evident when students voluntarily seek additional learning resources beyond classroom hours. This function is essential in nurturing lifelong learners capable of continuous self-development.

Integrating the views of these scholars, the researcher concludes that the functions of motivation in learning activities include initiating, energizing, selecting actions, directing learning efforts, boosting enthusiasm, and raising awareness of the continuous learning process toward goal achievement. When students internalize these functions, learning tasks are more likely to be completed effectively and successfully.

d. Aspects That Motivate Learning

According to Uno (2015), there are several key factors that influence students' learning motivation, namely:

- 1) The desire for success, which refers to an individual's internal drive to achieve optimal academic outcomes.
- 2) Persistence in learning, defined as the capacity to continue exerting effort despite facing academic challenges.
- 3) Interest in the subject matter, which reflects an individual's curiosity and enthusiasm for understanding and mastering a particular field of study.
- 4) Effort to comprehend the material, which denotes the extent of energy and strategies a learner employs to overcome learning difficulties.

According to Purwanoto (2003), learning motivation generally encompasses three key aspects:

1) Activation

This aspect indicates that motivation generates an internal force within an individual to act in a particular manner, such as enhancing memory strength, eliciting affective responses, and fostering tendencies toward pleasure-seeking behaviors.

2) Direction

This refers to the orientation of behavior that motivation provides, guiding individuals toward specific goals or objectives in their learning activities.

3) Sustenance

This aspect emphasizes the need to maintain behavior over time. It suggests that the surrounding environment must reinforce the integration and direction of the individual's motivational drives to sustain engagement in learning.

According to Frandsen (as cited in Suryabrata, 2006), there are several aspects that motivate individuals to engage in learning:

- 1) The innate curiosity and desire to explore a broader world.
- 2) The inherent creativity within individuals and the drive for continuous self-improvement.

- 3) The desire to gain approval and sympathy from parents, teachers, and peers.
- 4) The urge to correct past failures.
- 5) The expectation of rewards or the fear of punishment as outcomes of the learning process.

Based on the aforementioned statements, it can be concluded that the key aspects of learning motivation include: initiating action, directing behavior, sustaining effort, possessing curiosity, demonstrating creativity, showing a desire for improvement, and responding to rewards or outcomes at the end of the learning process.

e. Characteristics of High Learning Motivation

Motivation plays a vital role in an individual's learning process. It is one of the key factors that determine success in education, as it is nearly impossible for a student to succeed in learning without motivation. According to Uno et al. (2014), the characteristics of students with high learning motivation include:

- 1) A strong desire and determination to achieve success in learning.
- 2) The presence of enthusiasm, willingness, and a perceived need to engage in learning activities.
- 3) Holding aspirations and future goals as a source of learning drive.

Sardiman (2016) outlines that students with strong learning motivation can be characterized by the following traits:

- 1) Perseverance in completing tasks (they are able to work continuously over extended periods and do not stop until the task is completed)
- 2) Resilience in facing difficulties (they do not give up easily when encountering challenges)
- 3) Intrinsic drive for achievement (they strive to perform well without external encouragement and are not easily satisfied with what they have already accomplished)
- 4) Preference for independent work (they tend to enjoy working autonomously)

- 5) Ability to defend their opinions (they can maintain their stance if they believe strongly in something)
- 6) Strong conviction (they are not easily swayed from what they believe to be true)
- 7) Enjoyment in problem-solving (they take pleasure in finding and solving problems)

To assess students' level of learning motivation, it can be evaluated through observable behaviors during the learning process. According to Suryabrata (2004), students with high learning motivation can be identified through the following activities:

- 1) Preparing themselves before attending lessons.
- 2) Taking notes during lessons.
- 3) Reviewing and reinforcing the lesson material.
- 4) Completing homework assignments diligently.
- 5) Adhering to a self-established study schedule.

Based on the aforementioned perspectives, it can be concluded that students with high learning motivation exhibit several key characteristics: a strong desire and willingness to succeed, clear future goals and aspirations, persistence, resilience in facing academic challenges, independence, attentiveness, enthusiasm, and active engagement in the learning process.

f. Factors Influencing Learning Motivation

“Learning motivation is a psychological aspect that undergoes development, meaning it is influenced by students’ physiological conditions and psychological maturity”. (Seven, 2020).

Several key factors influence students’ motivation to learn, including the following:

- 1) Internal Factors
 - (a) Interest and Talent

Sellars et al (2018) states that interest is a strong inclination of the heart toward something, while talent refers to an individual's innate ability. Students who possess both a strong interest in and talent for English tend to exhibit naturally higher learning motivation. These two elements interact synergistically,

generating a strong internal drive to learn. When interest is supported by relevant talents, it leads to an optimal level of motivation and sustained engagement in the learning process.

(b) Physical and Psychological Conditions

Bandhu et al (2024) emphasizes that physical health and psychological stability are essential prerequisites for effective learning motivation. Learners who are physically and mentally well are more capable of concentrating and absorbing instructional content. Conversely, physical illness or psychological disturbances such as anxiety or stress can significantly reduce motivation to learn. In English language learning, physical well-being is particularly important, especially for performance-based activities such as speaking and listening tasks.

(c) Personal Goals and Aspirations

Bandhu et al (2024) states that clearly defined learning goals and long-term aspirations serve as powerful drivers of motivation. Students who set specific targets in mastering English-for example, for further studies or career advancement-tend to exhibit greater motivation. Personal goals act as a compass, guiding sustained learning efforts. The more meaningful and personally relevant these goals are to the student, the stronger the motivational impact they produce.

2) External Factors

(a) Family Environment

According to Alimuiddin et al (2023), the family environment has a substantial influence on student learning motivation. Parental support, availability of learning facilities at home, and active involvement in the child's education help foster a positive learning attitude. In the context of learning English, families that appreciate learning progress and provide access to appropriate learning resources

can enhance students' motivation. Positive emotional support within the family forms a critical foundation for motivational development.

(b) School Environment

Yilmaz et al (2017) emphasizes that the school environment is a key external determinant of student motivation. Factors such as teacher quality, instructional methods, school facilities, and classroom atmosphere significantly affect students' willingness to learn. In English language education, teachers who adopt innovative teaching strategies and create a supportive classroom climate can increase student interest. Constructive interactions between teachers and students, as well as peer relationships, also contribute positively to motivation.

(c) Socio-cultural Environment

Jaya et al (2024) asserts that the socio-cultural values of the community influence student motivation. Societal perceptions regarding the importance of education and foreign language proficiency shape students' attitudes toward learning. In English learning, a social environment that values English proficiency reinforces motivation. Peer influence and the presence of role models within the community also play a vital role in shaping motivational dynamics.

(d) Technology and Learning Media

Mansyur et al (2024) highlights that technological advancements and the availability of diverse learning media significantly impact student motivation. The integration of digital platforms, online learning tools, and multimedia resources makes the learning process more engaging. In English language learning, the use of language apps, interactive videos, and other digital media can stimulate

interest and sustain attention. When used appropriately, educational technology serves as an effective motivational booster.

Based on the previous discussion, it can be concluded that learning motivation is influenced by both internal and external factors that interact dynamically to shape students' academic engagement. Internal factors include individual interest and talent, physical and psychological conditions, as well as personal goals and aspirations all of which determine a learner's intrinsic drive and cognitive readiness. External factors consist of the family environment, school environment, sociocultural context, and the integration of technology and digital learning media. These elements collectively contribute to the formation, direction, and sustainability of students' motivation to learn. A comprehensive understanding of these factors is essential for educators and institutions to develop effective pedagogical strategies that enhance student motivation and ultimately improve learning outcomes across educational contexts.

2.1.2 Self-Efficacy

a. Definition of Self-Efficacy

Self-efficacy is a psychological construct that refers to an individual's belief in their capacity to plan and execute actions necessary to achieve specific goals (Bandura, 1997). This concept emphasizes a person's subjective evaluation of their competence in managing particular situations. In academic contexts, self-efficacy pertains to students' perceptions of their ability to successfully complete learning tasks. Notably, these beliefs are perceptual in nature and may not accurately reflect an individual's actual capabilities.

According to Bandura (1997), self-efficacy is a central component of social cognitive theory, which explains the dynamic interaction between cognition, behavior, and environmental factors. This belief system significantly influences how individuals think, self-motivate, and behave in learning contexts. Self-efficacy is not a fixed personality trait but rather a malleable construct that can be developed through personal

experiences. In the context of English language learning, self-efficacy plays a crucial role in determining the extent to which students believe they can master language-related skills.

Self-efficacy is characterized by three principal attributes: domain specificity, dynamism, and multidimensionality (Pajares, 2002). Domain specificity refers to the belief being tied to particular areas, such as language learning. Its dynamic nature implies that self-efficacy can evolve over time based on one's experiences. The multidimensional aspect encompasses various facets, including one's belief in overcoming challenges. These characteristics explain why an individual may exhibit differing levels of self-efficacy across distinct language skills.

Self-efficacy differs from related constructs such as self-esteem or general self-confidence (Dale H Schunk, 2012). It is task-specific and centers on the evaluation of one's capabilities rather than one's overall self-worth. For example, self-efficacy in English language learning refers to an individual's belief in their ability to complete specific language-related tasks, rather than a general appraisal of the self. This distinction is crucial for understanding the specific influence of self-efficacy on learning processes.

In foreign language learning, self-efficacy refers to learners' beliefs in their ability to perform across the four core language skills (Descipulo Manipol et al., 2024). These beliefs encompass perceived competence in reading comprehension, writing, listening comprehension, and speaking. High self-efficacy in one skill domain does not necessarily indicate similarly high efficacy in other areas, highlighting the domain-specific nature of the self-efficacy construct.

Self-efficacy entails a cognitive process through which individuals assess their capabilities in confronting challenges (Zimmerman, 2000). This process involves evaluating internal resources, predicting potential outcomes, and anticipating possible difficulties. In the context of language learning,

students with high self-efficacy tend to perceive challenges as surmountable obstacles, whereas those with low self-efficacy are more likely to interpret such difficulties as threats to their performance.

Based on the aforementioned perspectives, it can be concluded that self-efficacy refers to an individual's belief in their ability to perform tasks, achieve goals, and overcome obstacles.

b. Sources of Self-Efficacy

According to Bandura (1997) there are four primary sources that influence the development of self-efficacy beliefs, namely:

1) Mastery Experiences

According to Bandura (1997), mastery experiences represent the most influential source in shaping self-efficacy. When individuals successfully accomplish tasks or overcome challenges, their belief in their own abilities tends to increase. In the context of English language learning, achievements such as comprehending complex reading texts or engaging in fluent conversations can significantly enhance students' self-efficacy. Conversely, repeated failures—if not managed appropriately—may weaken self-efficacy over time.

2) Vicarious Experiences

The second source of self-efficacy stems from observing the success of others who are perceived as similar to oneself (Schunk, 2012). When students witness their peers performing well in English tasks, they are more likely to believe that they too can succeed. This modeling process is particularly effective in foreign language learning, especially for practical skills such as speaking and listening. However, its influence diminishes if the observed model is perceived as too dissimilar from the observer.

3) Social Persuasion

Social persuasion involves verbal encouragement and positive feedback from others, which can affect self-efficacy beliefs (Pajares, 2002).

In English language learning, support and praise from teachers or classmates may enhance students' confidence in their linguistic abilities. However, for such persuasion to be effective, it must be realistic and accompanied by tangible progress. Overly exaggerated feedback lacking real achievement may lead to adverse effects.

4) Physiological and Emotional States

An individual's physiological and emotional conditions when undertaking a task can also influence self-efficacy judgments (Bandura, 1997). High levels of stress, anxiety, or fatigue may lower one's confidence in their capabilities. In English language learning, feelings of nervousness during oral presentations often reduce students' self-efficacy. On the other hand, a calm and confident emotional state can enhance one's belief in their language skills.

Based on the aforementioned perspectives, it can be concluded that the sources of self-efficacy include mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states.

c. Aspects of Self-Efficacy

According to Bandura (1997) an individual's self-efficacy may vary from one person to another depending on three key aspects. This is reflected in the self-efficacy scale developed by Bandura, which is based on the following three dimensions of self-efficacy:

1) Task Difficulty Level (Magnitude)

This aspect pertains to the level of task difficulty an individual believes they can successfully complete. Learners with high self-efficacy tend to select more challenging tasks in English language learning, such as interpreting complex academic texts. In contrast, those with lower self-efficacy may confine themselves to basic materials. This aspect illustrates the gradation of one's belief in facing tasks of varying levels of difficulty.

2) Strength of Belief (Strength)

The strength of belief refers to the resilience of self-efficacy when encountering obstacles (Pajares, 2002). In the context of English language learning, students with strong self-efficacy maintain confidence despite difficulties in grammar or pronunciation. Conversely, weak self-efficacy tends to waver easily in the face of minor setbacks. This aspect determines learners' psychological endurance in the process of acquiring a foreign language.

3) Generality

This dimension refers to the extent to which self-efficacy is transferable across different situations or domains. A student may exhibit high self-efficacy in reading comprehension but low self-efficacy in speaking activities. In the English language learning context at UIMSYA Blokagung, this aspect explains why some students are confident in theoretical classes but hesitant during speaking practice. Understanding this dimension is essential for developing comprehensive learning strategies.

In addition to the aspects proposed by Bandura, Pajares (2022) highlights two additional important dimensions:

1) Stability

Stability refers to the consistency of self-efficacy over time. Stable self-efficacy remains intact even in the face of occasional failures in English language learning. In contrast, unstable self-efficacy tends to fluctuate based on recent experiences. This aspect is particularly relevant for second-semester students who are beginning to encounter more complex English language materials.

2) Sources of Belief

Beliefs that stem from direct experiences commonly referred to as mastery experiences—tend to exert a stronger influence on self-efficacy compared to those derived from social persuasion. In the context of this study, understanding the sources of self-efficacy among students at UIMSYA

Blokagung is crucial for designing effective pedagogical interventions. This aspect also helps explain the variation in self-efficacy levels among individuals within the same English language class.

According to Zimmerman (2000) the aspects of self-efficacy emphasize the following:

1) Specificity

Specificity refers to the degree to which self-efficacy is task-oriented and context-bound. In the context of English language learning, a student may exhibit strong confidence in essay writing while simultaneously lacking confidence in listening comprehension. This aspect underscores the necessity of assessing self-efficacy at the level of individual language skills, as a generalized measure may obscure important differences. A task-specific approach enables educators and researchers to identify precise areas for pedagogical intervention and targeted support.

2) Developmental Dynamics

This aspect highlights the evolving and malleable nature of self-efficacy, which is shaped by continuous learning experiences. Zimmerman (2000), emphasizes that self-efficacy is not a static trait but fluctuates in response to multiple factors, including task accomplishment, teacher feedback, and interactions within the learning environment. In the context of tertiary-level English language instruction, students' self-efficacy may progressively increase as they gain mastery over linguistic materials and communicative tasks. This dimension is particularly relevant to the context of UIM SYA Blokagung, as it explains how second-semester students' self-efficacy in English can develop through diverse academic and experiential exposures.

Based on the aforementioned perspectives, it can be concluded that the key aspects of self-efficacy include task difficulty level (magnitude), strength of belief (strength), generality, specificity, stability, and

sources of belief (sources). These dimensions collectively reflect the multifaceted nature of self-efficacy and its influence on individual performance across various learning contexts, particularly in second language acquisition.

d. The Impact of Self-Efficacy

According to Bandura (1997) self-efficacy exerts a significant influence across multiple domains of learning, particularly in the following areas:

1) Task and Challenge Selection

Learners with high self-efficacy are more likely to engage in challenging academic tasks, such as participating in English debate competitions or enrolling in English for Academic Purposes (EAP) courses. In contrast, those with lower self-efficacy tend to opt for basic or less demanding English language courses.

2) Learning Effort and Persistence

Self-efficacy shapes the amount of effort and persistence students invest in learning activities. For instance, students with strong self-efficacy are more likely to consistently attend English conversation clubs or allocate extra time to watch English-language films without subtitles as a form of language immersion.

3) Cognitive Interpretation of Difficulties

High self-efficacy influences how learners interpret academic challenges. Instead of perceiving grammatical errors as failures, students view them as natural steps in the language acquisition process. This mindset encourages adaptive learning behaviors and sustained motivation.

4) Emotional Responses

Learners with high self-efficacy typically experience lower levels of anxiety when required to perform academic tasks in English, such as giving classroom presentations. Their confidence contributes to emotional regulation and a more positive attitude toward language use in public settings.

Furthermore, Luthans, as cited in Permana et al. (2017) states that self-efficacy has a direct impact on the following aspects:

1) Behavioral Choices in Learning Activities

Students' self-efficacy beliefs guide their selection of learning tasks. Learners with high self-efficacy are more likely to engage in challenging activities—such as registering for an English Debate Competition—rather than remaining passive observers. They also tend to seek out more proficient peers for collaborative study, believing this will accelerate their language development.

2) Effort and Motivation

Self-efficacy directly affects the level of effort and sustained motivation. High self-efficacy learners may develop routines such as learning 20 new vocabulary items daily or re-recording their speaking practice multiple times to improve pronunciation. Conversely, students with low self-efficacy often limit their effort to exam preparation, avoid demanding assignments, and show less initiative in group tasks.

3) Persistence in the Face of Difficulty

Students demonstrate varying resilience based on their self-efficacy levels. Those with strong self-efficacy persist after setbacks—such as low speaking test scores—by reviewing materials, seeking tutoring, and repeating misunderstood lessons. On the other hand, those with weak self-efficacy may give up after a single failure, skip class during speaking practice, or avoid tasks altogether.

4) Mindset and Self-Talk

Self-efficacy influences internal dialogues. High self-efficacy learners engage in positive self-talk, such as “I can master tenses with regular practice,” or “If my peers can do it, so can I.” In contrast, learners with low self-efficacy may express limiting beliefs, such as “I’m just not good at English,” or “Studying won’t help-I still won’t understand.”

5) Stress Management and Psychological Regulation

Self-efficacy also shapes how learners respond to academic stress. Students with high self-efficacy remain calm during impromptu presentations and are better at managing time when under pressure. In contrast, those with low self-efficacy tend to panic when asked to speak spontaneously and often procrastinate, fearing failure.

Based on the aforementioned discussion, it can be concluded that self-efficacy exerts a significant impact on various aspects of an individual's life. It influences one's ability to make adaptive behavioral choices, maintain high levels of motivation and effort, demonstrate resilience in the face of challenges, cultivate facilitative thinking patterns, and enhance psychological endurance under stress.

e. Factors Influencing the Development of Self-Efficacy

In the context of English language learning at the tertiary level, the development of students' self-efficacy does not occur instantaneously, but rather through a process shaped by various multidimensional factors. These factors interact in a complex manner, shaping students' beliefs in their ability to master English language competencies.

According to Ormrod as cited in Suralaga (2021) several factors influence the development of an individual's self-efficacy, including the following:

1) Prior Learning Experiences

Students' self-confidence is significantly shaped by their previous successes or failures in English language learning activities. Repeated successes in completing English-related tasks can instill a psychological belief in their ability to face similar challenges in the future. Conversely, a series of failures may erode self-confidence if not counterbalanced by effective coping strategies.

However, it is important to recognize that the impact of learning experiences is relative and largely influenced by individual perceptions. Some students

may view linguistic errors as a natural part of the learning process, while others may interpret them as evidence of incompetence. Moderating factors such as mindset and environmental support play a crucial role in shaping how these learning experiences are perceived and internalized.

2) Social Messages and Feedback

Interpersonal communication within academic settings plays a crucial role in shaping students' self-efficacy. Constructive feedback from lecturers, tutors, or peers can serve as a catalyst for strengthening self-belief. For instance, when a lecturer provides specific praise regarding improvements in pronunciation, accompanied by actionable suggestions for further development, students are more likely to cultivate a more authentic sense of self-efficacy.

However, the effectiveness of such social messages largely depends on:

1) Credibility of the Message Source

Feedback is more impactful when it comes from a credible and competent source, such as a lecturer or tutor who has mastery of the subject matter.

2) Alignment with Students' Actual Abilities

Criticism or praise must correspond to the student's actual performance. Providing unrealistic expectations may lead to disappointment rather than motivation.

3) Empathetic Delivery

Feedback should be communicated using respectful and supportive language, rather than language that is demeaning or discouraging.

4) Completeness of the Information Provided

Feedback should include concrete examples of what has been done well and what needs improvement, ensuring clarity and actionable guidance.

2.1.3 English language learning

The process of learning English involves the systematic acquisition, comprehension, and mastery of four essential language skills: listening, speaking, reading, and writing (Triwiratman et al., 2023). According to Prihanggara et al. (2024), English language learning is not solely about linguistic competence but also entails cultural awareness, critical thinking, and effective communication skills. In an academic setting, English proficiency is crucial as it grants access to global scientific literature, facilitates academic mobility, and enhances career prospects (Al-Abyadh & Abdel Azeem, 2022). Additionally, El Haj & Benhima (2024) emphasizes that successful language learning is influenced by multiple factors, including motivation, self-efficacy, learning strategies, and an effective learning environment. These factors collectively determine the extent to which students engage in and benefit from English language instruction.

Motivation is one of the primary factors influencing English language acquisition. Setiyadi et al (2019) distinguishes between integrative motivation, which refers to a learner's desire to engage with and understand the culture of native speakers, and instrumental motivation, which pertains to the necessity of learning English for academic or professional advancement. Research by Graham (2022) suggests that highly motivated students actively seek opportunities to enhance their linguistic competence, demonstrating greater persistence in language learning. Apart from motivation, self-efficacy significantly impacts students' ability to learn English. Hinduja et al. (2024) postulates that individuals with high self-efficacy exhibit greater perseverance in overcoming academic challenges. Similarly, findings by Istikharoh and Utami (2024) indicate that students with strong self-efficacy are more confident in using English and actively engage in learning activities, which facilitates better language acquisition outcomes.

Another determinant of effective English learning is the use of appropriate learning strategies. Hinduja et al.

(2024) classifies learning strategies into cognitive, metacognitive, and socio-affective strategies. Cognitive strategies involve memorization, note-taking, and translation techniques, which aid students in understanding the structure of the language. Metacognitive strategies, on the other hand, focus on self-regulated learning, where students plan, monitor, and evaluate their progress to improve learning efficiency (Faradhillah et al., 2020). Additionally, socio-affective strategies emphasize interaction-based learning, encouraging students to engage in discussions, practice speaking with peers or native speakers, and utilize digital tools to reinforce language skills (Usman et al., 2025). The incorporation of technology-enhanced learning, such as online platforms and language-learning applications, has further facilitated language acquisition by providing immersive and interactive experiences.

Beyond individual factors, the learning environment plays a pivotal role in language acquisition. Graham (2022) highlights that an effective learning environment is characterized by communicative teaching methods, technological integration, and ample opportunities for practical language use. Istikharoh and Utami (2024) further supports this notion through his input hypothesis, which suggests that greater exposure to authentic English input accelerates language acquisition. Consequently, students with access to digital resources, interactive language activities, and real-world communication experiences demonstrate faster and more effective language development (Usman et al., 2025). Instructors who adopt student-centered methodologies and encourage experiential learning contribute to an environment conducive to sustained language engagement and improvement.

Despite the benefits of learning English, students often encounter several challenges, including a lack of confidence, limited exposure to the language, difficulties in grammar and pronunciation, and low motivation levels. Nugroho and Jaryanto (2024) asserts that many learners hesitate to use English due to fear of making mistakes and

receiving negative feedback, which hinders their speaking proficiency. Additionally, Sulistiyaningsih et al. (2023) points out that insufficient exposure to English outside the classroom limits students’ ability to acquire language naturally. Istikharoh and Utami (2024) further identify that complex grammatical structures and pronunciation inconsistencies are major obstacles for non-native learners. Addressing these challenges requires innovative and interactive teaching approaches that integrate technology-enhanced learning and personalized instructional strategies (Nugroho & Jaryanto, 2024). Adopting student-centered learning methodologies, which encourage active participation and real-world application of English, can significantly improve language acquisition and overall proficiency.

2.2 Previous Studies

Previous research serves as a crucial foundation for understanding the relationship between learning motivation and self-efficacy in English language learning. A review of prior studies aims to examine the findings that have been established and to identify research gaps that can be further explored. Several studies relevant to this topic are outlined in the following table.

Table 2. 1 Table Previous Studies

Name, Year, Research Title	Journal Name	Research Objective	Research Method	Findings/Conclusions	Similarities	Differences
Kitikanan & Sasimonton (2017) The Relationship between English Self-Efficacy and English Learning Achievement of L2	LEARN Journal: Language Education and Acquisition Research Network	To examine the relationship between self-efficacy and learning motivation in English language learning	Quantitative study using surveys	Students with high self-efficacy exhibit greater learning motivation , leading to active participation in speaking and writing	Examines the impact of self-efficacy on motivation in English language learning.	Focuses only on general university students, excluding religious education contexts.

Name, Year, Research Title	Journal Name	Research Objective	Research Method	Findings/Conclusions	Similarities	Differences
Thai Learners		among university students.		tasks.		
Yusof et al. (2021) Self-Efficacy, Motivation, Learning Strategy and Their Impacts on Academic Performance	International Journal of Academic Research in Business and Social Sciences	To investigate the influence of self-efficacy on learning strategies and academic motivation among university students.	Quantitative study using surveys and correlation analysis	Students with high self-efficacy adopt effective learning strategies, including goal-setting, time management, and perseverance.	Emphasizes the role of self-efficacy in shaping learning behavior.	Does not focus specifically on English language learning or religious education settings.
Marlina et al. (2021) The Correlation Between EFL College Students' Self-Efficacy and Their Listening Anxiety at Intermediate Listening Class	ICOELT-8 2020 Proceedings	To examine the relationship between self-efficacy and English language learning anxiety among university students.	Quantitative study using correlation analysis	Students with low self-efficacy experience higher levels of language anxiety, whereas those with high self-efficacy demonstrate confidence in speaking and writing.	Explores self-efficacy within the context of English language learning.	Does not thoroughly examine the role of learning motivation in reducing anxiety.
Yang et al. (2024) The Relationship between	Large-Scale Assessments in Education	To analyze the correlation between	Multilevel statistical analysis	A positive correlation was found between	Highlights the role of self-efficacy in	Focuses on mathematics education rather than

Name, Year, Research Title	Journal Name	Research Objective	Research Method	Findings/Conclusions	Similarities	Differences
Mathematics Self-Efficacy and Mathematics Achievement: Multilevel Analysis with NAEP 2019		self-efficacy and learning motivation in mathematics education among high school students.		self-efficacy and motivation, where students with high self-efficacy showed greater persistence in overcoming academic challenges.	fostering learning motivation.	English language learning.
Cedzich (2024) The Role of Self-Efficacy in Foreign Language Acquisition	East-West Cultural Passage	To analyze the impact of self-efficacy on academic performance in foreign language learning.	Literature review and qualitative analysis	Students with high self-efficacy perform better academically, as they are more willing to take risks and overcome the fear of making mistakes.	Reinforces the relationship between self-efficacy and learning success.	Does not specifically examine environmental factors, such as instructor and peer support.

Based on the reviewed studies, it can be concluded that self-efficacy and learning motivation are closely related in academic settings. However, there remains a research gap in examining the relationship between learning motivation and self-efficacy in the context of English language learning at religious higher education institutions, particularly at Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi (UIMSAYA). Therefore, this study aims to address this gap and contribute to a better

understanding of the role of self-efficacy in enhancing students' motivation in English language learning.

2.3 Conceptual Framework

Based on theoretical reviews and previous research, this study develops a conceptual framework illustrating the relationship between self-efficacy (independent variable) and learning motivation (dependent variable) in English language learning. This conceptual framework is designed to provide a visual representation of how these two variables interact and influence each other. Self-efficacy, defined as an individual's belief in their ability to complete academic tasks, plays a crucial role in enhancing learning motivation. Students with high self-efficacy tend to be more confident in facing academic challenges, which in turn motivates them to engage in learning and achieve their academic goals. Conversely, students with low self-efficacy are more likely to doubt their capabilities and give up more easily, ultimately leading to lower learning motivation.

To clarify the relationship between the research variables, the following conceptual framework diagram is presented:

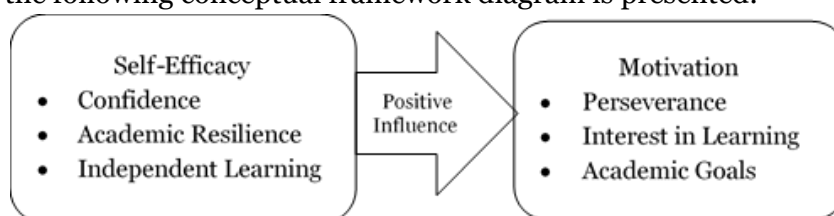


Figure 2. 1 Conceptual Framework of the Relationship Between Self-Efficacy and Learning Motivation

learning motivation. Students with a high level of confidence in their ability to learn English tend to be more motivated to achieve their academic goals. Conversely, students with low self-efficacy are generally less motivated in their learning process. Therefore, enhancing self-efficacy can serve as an effective strategy to improve students' motivation in English language learning.

This conceptual framework provides a theoretical foundation for analyzing the relationship between self-efficacy and learning motivation in the context of English language learning. By understanding this relationship, effective strategies can be developed to enhance students' motivation through the

reinforcement of self-efficacy. Furthermore, this framework can serve as a reference for future research exploring additional factors influencing learning motivation in English language education.

2.4 Hypothesis

The hypotheses in this study serve as provisional answers to the research questions, formulated based on theoretical foundations and previous studies. These hypotheses will be tested through data analysis obtained from field research. Based on the literature review discussed earlier, the study proposes the following hypotheses:

- H₀: There is no significant relationship between self-efficacy and learning motivation among second-semester students in English language learning at Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi.
- H₁: There is a significant relationship between self-efficacy and learning motivation among second-semester students in English language learning at Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research design serves as a structured plan formulated by the researcher to systematically address the research problems and achieve the study's objectives. This study employs a quantitative correlational design, as it aims to examine whether a statistically significant relationship exists between students' learning motivation and their self-efficacy in English language learning. A correlational approach is appropriate when the purpose is to explore the relationship or contribution between two or more variables without manipulating them (Sugiyono, 2011). This design was selected because the researcher does not apply any intervention, but rather observes the degree of association among naturally occurring variables. It is particularly suitable for investigating psychological constructs such as motivation and self-efficacy, which cannot be ethically or practically manipulated. As Creswell and Creswell (2018) explain, "a correlational design is useful when the investigator seeks to establish relationships among two or more variables using statistical data." Therefore, this design provides a valid methodological framework for presenting empirical evidence concerning the direction and strength of inter-variable relationships in an objective and measurable way.

3.2 Time and Place of Research

3.2.1 Research Timeline

This research was conducted over the period of January to June 2025, encompassing several key stages: proposal development and submission, seminar presentation and revision, instrument design, data collection, data analysis, and the final thesis writing. Each phase was systematically organized and aligned with the academic calendar of Universitas KH. Mukhtar Syafa'at (UIMSya) Blokagung to ensure coherence and timely progression throughout the research process.

3.2.2 Research Location

This research was conducted at Universitas KH. Mukhtar Syafa'at (UIMSya) Blokagung, located in

Tegalsari District, Banyuwangi Regency, East Java. The selection of this site was based on several considerations: the researcher is an active member of the institution, and the research subjects—second-semester students of class IIA were readily accessible. Furthermore, the context of English language learning at UIMSya is highly relevant for examining the relationship between students' learning motivation and self-efficacy within a higher education environment grounded in Islamic boarding school (pesantren) values.

3.3 Population and Research Sample

The population of this study consisted of all second-semester students in the English Language Education Study Program at Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung during the 2024–2025 academic year. The sampling technique employed was purposive sampling, in which participants are selected based on specific criteria deemed most relevant to the research objectives (Subhaktiyasa, 2024). For the purpose of instrument testing and validation, students from class IIB were first involved as the pilot group. Once the instrument was confirmed to be valid and reliable, it was then administered to class IIA, comprising 20 students, who served as the main research sample. Class IIA was selected due to the availability of data and the appropriateness of its context for investigating the relationship between learning motivation and self-efficacy in English language learning.

3.4 Sampling Technique

This study employed a purposive sampling technique, a non-probability sampling method in which participants are selected based on predefined criteria aligned with the research objectives. As defined by Subhaktiyasa (2024), purposive sampling involves selecting data sources with specific considerations that support the aims and focus of the study. The primary sample consisted of second-semester students from class IIA, selected based on the following inclusion criteria: (1) actively enrolled in English language courses, (2) having completed at least one full semester of study, and (3) willing to participate as respondents by completing the research instruments honestly and thoroughly. These criteria were established to ensure the collection of data that are both representative and relevant to the

study's purpose namely, to examine the relationship between learning motivation and self-efficacy within the context of English language instruction among UIMSYA Blokagung students.

3.5 Research Variable

This study involves two primary variables: the independent variable and the dependent variable. The independent variable is learning motivation, defined as both internal and external drives that stimulate an individual's enthusiasm to engage in learning activities. Sauri et al., (2022) conceptualizes learning motivation as the overall driving force within a student that initiates learning activities, sustains them over time, and directs them toward the achievement of learning goals. The dependent variable is self-efficacy, which refers to an individual's belief in their ability to successfully complete academic tasks. Antares et al., (2020) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Accordingly, this research aims to examine the extent to which learning motivation, as the independent variable, is associated with self-efficacy, as the dependent variable, within the context of English language learning among second-semester students at UIMSYA Blokagung.

3.6 Validity, Reliability and Normality Test

3.2.1 Validity Test

The validity test is conducted to determine the extent to which the research instrument accurately measures the intended variables (Amruddin et al., 2022). In this study, construct validity is assessed using the Corrected Item-Total Correlation method, which evaluates the correlation between each questionnaire item and the total score of the respective variable.

The validity test is performed with the aid of statistical software such as SPSS, following these criteria:

- a. If $r\text{-calculated} > r\text{-table}$, the item is considered valid and can be used in the study.
- b. If $r\text{-calculated} \leq r\text{-table}$, the item is deemed invalid and requires revision or removal.

The Pearson Product-Moment Correlation formula used for validity testing is as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Information:

r = Correlation coefficient

N = Number of respondents

$\sum X$ = Sum of item scores

$\sum Y$ = Sum of total scores

$\sum XY$ = Sum of the product between item scores and total item scores

$\sum X^2$ = Sum of squared total scores

$\sum Y^2$ = Sum of squared item scores (Sugiyono, 2011)

If the validity test results indicate that all questionnaire items are valid, the questionnaire can be utilized for further research.

3.2.2 Reliability Test

The reliability test is conducted to determine the consistency of the research instrument in producing stable results when tested under the same conditions (Amruddin et al., 2022). Reliability is assessed using Cronbach's Alpha coefficient, which is calculated using the following formula:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

α = Reliability coefficient (Cronbach's Alpha)

K = Number of question items

$\sum \sigma_i^2$ = Sum of variance scores for each item

σ_t^2 = total variance (Sugiyono, 2011)

Reliability assessment criteria:

$\alpha \geq 0,70$ = High reliability (instrument is reliable)

$0,50 \leq \alpha < 0,70$ = Moderate reliability (acceptable)

$\alpha < 0,50$ = Low reliability (instrument requires revision)

If the Cronbach's Alpha value exceeds 0.70, the research instrument is considered reliable and can be used to measure research variables consistently.

3.2.3 Normality Test

The normality test is conducted to determine whether the collected data follow a normal distribution, which is a prerequisite for parametric statistical analysis (Sugiyono, 2011). In this study, normality is assessed using the Shapiro-Wilk test, which evaluates the goodness-of-fit between the sample distribution and a theoretical normal distribution. The decision criteria for this test are as follows:

- a. If the Sig. (p-value) > 0.05, the data are normally distributed.
- b. If the Sig. (p-value) ≤ 0.05, the data do not follow a normal distribution.

The Shapiro-Wilk test statistic is computed using the following formula:

$$D = \sup |F_n(x) - F(x)|$$

Where:

D	=	Shapiro-Wilk test statistic
$F_n(x)$	=	Empirical cumulative distribution function (ECDF) of the sample
$F(x)$	=	Cumulative distribution function (CDF) of the normal population

3.7 Data and Data Sources

In this study, the collected data aim to measure and analyze the relationship between self-efficacy and students' learning motivation in English language learning. The data utilized consist of primary and secondary data, obtained from various sources that support this research.

3.7.1 Research Data

The data used in this study consist of quantitative data collected through questionnaires distributed to students. This numerical data was obtained using a Likert scale and is intended to measure two key variables: students' self-efficacy and their learning motivation in English language learning. The collected responses

provide measurable indicators that will be subjected to statistical analysis to determine the nature and strength of the relationship between these two psychological constructs.

3.7.2 Data Sources

The data used in this study were obtained from two primary sources: primary data and secondary data.

a. Primary Data

Primary data in this study refers to information obtained directly from students who served as the research participants. The data were collected using a structured questionnaire containing items designed to assess students' self-efficacy and learning motivation in the context of English language learning. Participants responded to the items using a Likert scale, allowing for the quantification of their perceptions in a consistent and measurable format.

b. Secondary Data

Secondary data refers to information obtained from other sources that support this research. These data are collected from:

- 1) Previous research journals
- 2) Academic reference books
- 3) Academic documents from UIMSYA
- 4) Online sources

3.8 Data Collection Technique

The data collection technique employed in this study aimed to obtain valid and reliable information regarding the relationship between students' self-efficacy and learning motivation in the context of English language learning. Data were gathered using a structured, close-ended questionnaire as the primary instrument. The questionnaire was designed based on a Likert scale format to quantitatively measure both variables in a consistent and objective manner, ensuring the data collected would support accurate analysis of the research problem.

3.8.1 Questionnaire Structure

The questionnaire used in this study consists of three main sections. The first section includes respondent demographics, containing information on age, gender,

and academic program. The second section comprises statements related to self-efficacy, focusing on students' confidence in learning English. Meanwhile, the third section addresses learning motivation, incorporating statements to assess students' motivation levels in studying English.

3.8.2 Measurement Scale

The measurement scale in this questionnaire employs a four-point Likert scale. Each statement is assessed based on the following response categories: a score of 1 for "Strongly Disagree," a score of 2 for "Disagree," a score of 3 for "Agree," and a score of 4 for "Strongly." The questionnaire will be distributed in printed form directly to second-semester students at UIMSYA, who serve as the research sample.

3.9 Data Analysis Techniques

The data analysis techniques in this study aim to process, analyze, and interpret data obtained from questionnaires, and observations to determine the relationship between students' self-efficacy and learning motivation in English language learning. The data analysis is carried out in several stages, including data processing, descriptive statistical analysis, and inferential statistical analysis.

3.9.1 Analysis Requirement Testing

Once data collection is complete, the first step is data processing to ensure it is ready for analysis. The data processing stages include:

a. Data Examination (Editing)

Data examination is conducted to ensure the completeness of the questionnaires filled out by respondents. In this stage, the researcher checks whether all questions have been answered and identifies any incomplete or inconsistent responses. This step aims to maintain data quality before proceeding to further analysis.

b. Data Coding

In this stage, each response in the questionnaire is assigned a numerical code to facilitate statistical analysis. Coding helps structure and interpret data

efficiently. For Likert scale responses, the coding is as follows: Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4).

c. Data Entry

At this stage, the coded data is entered into statistical software such as SPSS (Statistical Package for the Social Sciences) for further analysis. This process ensures systematic data management and processing, producing accurate information for the study.

d. Data Cleaning

The data cleaning stage involves rechecking the entered data to ensure no entry errors or invalid data. This process aims to maintain the accuracy and quality of the data before analysis, ensuring the reliability and validity of the research findings.

3.9.2 Descriptive Statistical Analysis

Descriptive statistical analysis is employed to provide an overview of respondents' characteristics and data distribution in this study. Several key analytical methods are utilized. Frequency distribution is used to determine the number of respondents based on specific categories, such as gender, study program, and age range. The mean is calculated to assess the average level of students' self-efficacy and learning motivation. Additionally, the standard deviation is analyzed to examine the extent of data variability within the sample. The results of the descriptive analysis will be presented in tables, diagrams, and graphs for better comprehension.

3.9.3 Inferential Statistical Analysis

A normality test is conducted to determine whether the data in this study follows a normal distribution. To examine the relationship between learning motivation and self-efficacy, inferential statistical analysis is employed, which includes:

a. Normality Test

The Shapiro-Wilk test is used as the analytical method for assessing data normality. The decision criteria for the normality test are as follows:

- 1) If $p\text{-value} > 0.05$, the data follows a normal distribution.
- 2) If $p\text{-value} \leq 0.05$, the data does not follow a normal distribution.

b. Pearson Correlation Test

The Pearson correlation test is utilized to measure the strength of the relationship between self-efficacy and learning motivation. The formula for calculating the Pearson Product-Moment correlation is as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r = Correlation coefficient

N = Number of respondents

$\sum X$ = Sum of item scores

$\sum Y$ = Sum of total scores

$\sum XY$ = Sum of the product of item scores and total scores

$\sum X^2$ = Sum of squared item scores

$\sum Y^2$ = Sum of squared total scores (Sugiyono, 2011)

Interpretation of Correlation Coefficient (r):

0.00 - 0.20 = Very weak correlation

0.21 - 0.40 = Weak correlation

0.41 - 0.60 = Moderate correlation

0.61 - 0.80 = Strong correlation

0.81 - 1.00 = Very strong correlation

Hypothesis Testing:

H_0 : There is no significant relationship between self-efficacy and learning motivation.

H_1 : There is a significant relationship between self-efficacy and learning motivation.

Decision Criteria for Correlation Test:

If $p\text{-value} < 0.05$, then H_0 is rejected and H_1 is accepted, indicating a significant relationship between self-efficacy and learning motivation.

c. Spearman Correlation Test

If the data is not normally distributed, the Spearman correlation test is used as an alternative to measure the relationship between self-efficacy and learning motivation. The formula used for calculating the Spearman correlation coefficient is as follows:

$$r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where:

r_s = Spearman's rank correlation coefficient

d^2 = Squared difference between the ranks of two variables

n = Number of ranked pairs (Sugiyono, 2011)

d. Simple Linear Regression Test

The simple linear regression test is employed to determine the extent to which self-efficacy influences learning motivation. The regression model used in this study is formulated as follows:

$$Y = a + bX + e$$

Where:

Y = Learning motivation (dependent variable)

X = Self-efficacy (independent variable)

a = Constant

b = Regression coefficient (effect of self-efficacy on learning motivation)

e = Error or residual (Sugiyono, 2011)

Decision Criteria:

- If $p\text{-value} < 0.05$, then self-efficacy has a significant effect on learning motivation.
- If $p\text{-value} \geq 0.05$, then self-efficacy does not have a significant effect on learning motivation.

3.9.4 Interpretation and Conclusion

After conducting statistical analyses, the final step in this study is to interpret the research findings and draw conclusions. The interpretation of results will be presented in the form of narratives, tables, and graphs for better comprehension. The research conclusions are based on several key aspects, including correlation test results, regression analysis outcomes, as well as findings from observations.

CHAPTER IV

FINDING AND DISCUSSION

4.1 General Description of Research Object

4.1.1 Research Location

This study was conducted at Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung, located in Tegalsari District, Banyuwangi Regency, East Java. UIMSYA is a pesantren-based higher education institution that integrates religious and general education, with a vision to produce graduates who are both academically competent and morally upright. The site was selected due to its diverse student body, representing various social and educational backgrounds, and its academic programs that actively support the development of English language proficiency. The research focused on second-semester students, as this stage is considered critical for the formation of attitudes toward English language learning and the development of self-confidence in using the language. The study was carried out during the even semester of the 2024–2025 academic year, in accordance with the data collection schedule coordinated by the researcher in collaboration with course instructors and the study program administrators.

4.1.2 Respondent Characteristics

The respondents in this study were second-semester students of Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung, who were enrolled in English courses during the even semester of the 2024–2025 academic year. The total number of respondents was 40 students, selected purposively based on their active participation in English language learning.

The characteristics of the respondents can be viewed from the following aspects:

a. Gender

This study involved students of both genders, including male and female participants.

b. Educational Background

The respondents came from various senior high school backgrounds (SMA/MA/SMK), with differing levels of initial English language proficiency.

c. English Learning Experience

Most respondents had been exposed to English instruction since junior and senior high school, although the teaching approaches and quality of instruction varied across institutions.

4.2 Data Analysis

4.2.1 Instrument Development

Prior to conducting the research, the researcher developed the measurement instruments. The instrument development process in this study included the construction of a learning motivation scale and a self-efficacy scale. The learning motivation scale consisted of 20 items designed based on key dimensions of learning motivation, namely Perseverance, Interest in Learning, and Academic Goals. The distribution of items on the Learning Motivation Scale is presented in Table 4.1.

Table 4. 1 Distribution of Items on the Learning Motivation Scale

No	Indicator	Item	Number of Items
1	Perseverance	1, 2, 3, 4, 5, 6, 7	7
2	Interest in Learning	8, 9, 10, 11, 12, 13, 14	7
3	Academic Goals	15, 16, 17, 18, 19, 20	6
Total		20	20

The Self-Efficacy Scale consists of 20 items constructed based on key dimensions of self-efficacy, namely Confidence, Academic Resilience, and Independent Learning. The distribution of items on the Self-Efficacy Scale is presented in Table 4.2.

Table 4. 2 Sebaran Item Skala Efikasi Diri

No	Indicator	Item	Number of Items
1	Confidence	1, 2, 3, 4, 5, 16, 19	7
2	Academic Resilience	6, 7, 8, 9, 10, 17	6
3	Independent Learning	11, 12, 13, 14, 15, 18, 20	7

No	Indicator	Item	Number of Items
	Total	20	20

4.2.2 Request for Research Permission

Prior to conducting the research, the researcher submitted a formal research permit request to the Dean of the Faculty of Tarbiyah and Teacher Training at Universitas KH. Mukhtar Syafaat Blokagung. The letter stated that the researcher is a student of the aforementioned faculty and intends to carry out the research as part of the final undergraduate thesis (skripsi). Subsequently, the permit request was forwarded to the Rector of Universitas KH. Mukhtar Syafaat Blokagung under letter number 51.2.12/035.178/FTK.UIMSYA/C3/VI/2025.

4.2.3 Pilot Testing of the Instrument

Prior to the implementation of the main study, a pilot test of the research instrument was conducted. The purpose of this pilot testing was to ensure that the developed scales possessed an adequate level of validity and reliability, thereby ensuring that the data collected would be scientifically accountable. The pilot testing was carried out in June 2025, with the distribution of the scales facilitated by the course instructor and administered to second-semester students. The initial versions of the learning motivation and self-efficacy scales were tested on 20 students from Class IIB. After the instruments were validated, the revised versions were then administered to 20 students from Class IIA. Thus, the total number of students involved in both the pilot and main phases of the study was 40, with detailed information presented in Table 4.3.

Table 4. 3 Distribution of Students Involved in the Pilot Testing and Main Study

Class	Number of Students	Remarks
II B	20	Initial Pilot Testing of the Learning Motivation and Self-Efficacy Scales
II A	20	Pilot Testing of the Validated Scales

Total	40	
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4.2.4 Results of the Instrument Pilot Testing

The process of testing the validity and reliability of the instrument items was carried out using SPSS (Statistical Package for the Social Sciences) software. Based on the analysis conducted, the results are as follows:

a. Validity Testing

The item validity analysis was conducted using the SPSS software. The purpose of this test was to identify valid statement items that are appropriate for inclusion in the research instrument to be administered in the main study.

1) Learning Motivation Scale

The Learning Motivation Scale, which consists of 20 items, showed that all statements were valid during the initial phase of testing. This was confirmed by a significance value of 0.000, which is lower than the threshold of 0.05, and all Pearson correlation values exceeded the critical r value of 0.444. Therefore, no items required revision or elimination. The complete results of the validity testing for the Learning Motivation Scale are presented in the appendix, while a summary of the distribution of valid and invalid items is shown in Table 4.4.

Table 4. 4 Distribution of Valid and Eliminated Items on the Learning Motivation Scale

No	Indicator	Statement Items	Total	
			Valid	Eliminated
1	Perseverance	1, 2, 3, 4, 5, 6, 7	7	0
2	Interest in Learning	8, 9, 10, 11, 12, 13, 14	7	0
3	Academic Goals	15, 16, 17, 18, 19, 20	6	0

2) Self-Efficacy Scale

The Self-Efficacy Scale, consisting of 20 statement items, demonstrated that all items were valid during the initial testing phase. This validity was supported by a significance value of 0.000,

which is below the 0.05 threshold, and all Pearson Correlation values reached 1.000, exceeding the critical r value of 0.444. Based on these results, no items required revision or elimination. Detailed results of the validity test for the Self-Efficacy Scale can be found in the appendix, while the distribution of valid and eliminated items is presented in Table 4.5.

Table 4. 5 Distribution of Valid and Eliminated Items on the Self-Efficacy Scale

No	Indicator	Statement Items	Total	
			Valid	Eliminated
1	Confidence	1, 2, 3, 4, 5, 16, 19	7	0
2	Academic Resilience	6, 7, 8, 9, 10, 17	6	0
3	Independent Learning	11, 12, 13, 14, 15, 18, 20	7	0

b. Reliability Testing

The reliability test results for the Learning Motivation Scale showed a Cronbach's Alpha value of 0.967. Since this value exceeds the standard threshold of 0.70, the scale is considered reliable. Similarly, the Self-Efficacy Scale obtained a reliability coefficient of 0.956, which also surpasses the 0.70 benchmark, indicating a high level of internal consistency. Complete results of the validity and reliability tests for both the Learning Motivation and Self-Efficacy Scales are provided in the appendix.

4.2.5 Instrument Finalization

The questionnaires for Learning Motivation and Self-Efficacy underwent both validity and reliability testing. The test results confirmed that all items were valid, and both scales demonstrated high reliability. Therefore, no revisions or modifications to the instruments were necessary for their use in this study.

4.2.6 Assumption Testing

Before performing data analysis using the Spearman Rho technique, assumption testing was carried out to examine the normality of the distribution of

learning motivation and self-efficacy scores. In addition, assumption testing was also used to determine the linearity of the relationship between self-efficacy and learning motivation.

a. Descriptive Test

The descriptive test was conducted to provide an overview of the research data, particularly regarding the distribution of scores for the learning motivation and self-efficacy variables among second-semester students of Class IIA at Universitas Islam Mukhtar Syafa'at Blokagung, Banyuwangi, in the 2024–2025 academic year. The descriptive analysis results obtained using SPSS are presented in Table 4.6.

Table 4. 6 Descriptive Analysis Results

Variabel	N	Minimum	Maximum	Mean	Std. Deviation
motivation to learn	20	54	68	61,75	3,522
self-efficacy	20	57	70	62,90	3,076

Based on the descriptive analysis table, the total number of respondents analyzed in this study was 20 students. The students' learning motivation scores ranged from a minimum of 54 to a maximum of 68, with a mean of 61.75 and a standard deviation of 3.522. These results indicate that, in general, the students' level of learning motivation was high, with scores distributed relatively evenly. Meanwhile, the self-efficacy scores ranged from a minimum of 57 to a maximum of 70, with a mean of 62.90 and a standard deviation of 3.076. This suggests that the students' self-efficacy was also relatively high, with only slight variations in scores across individuals. Overall, these findings suggest that second-semester students tend to possess positive levels of learning motivation and self-efficacy in the context of English language learning.

b. Normality Test

The normality test was conducted on the variables of learning motivation and self-efficacy to determine whether the distribution of scores was normal. The results of the Shapiro-Wilk test showed the following:

- 1) The learning motivation variable was normally distributed, with a Shapiro-Wilk value of 0.979 and a significance value (p) of 0.926 ($p > 0.05$).
- 2) The self-efficacy variable also showed a normal distribution, with a Shapiro-Wilk value of 0.965 and a significance value of 0.652 ($p > 0.05$).

Thus, based on these assumption tests, both learning motivation and self-efficacy variables were normally distributed, as indicated by the significance values being greater than 0.050. Detailed results of the normality test are provided in the appendix.

c. Pearson Product-Moment Correlation Test

Based on the results of the Pearson Product-Moment correlation test conducted on 20 second-semester students in Class IIA at UIMSYA Blokagung, the correlation coefficient (r) was found to be 0.716, with a significance level (p) of 0.000 ($p < 0.01$). This indicates a strong, positive, and statistically significant relationship between learning motivation and self-efficacy in the context of English language learning.

Therefore, the higher the students' motivation to learn, the higher their self-efficacy in the learning process. These results support the hypothesis that learning motivation is positively correlated with self-efficacy. The full results of the Pearson correlation test are presented in the appendix.

d. Linearity Test

The linearity test was conducted to determine whether the relationship between learning motivation and self-efficacy followed a linear pattern, which is a prerequisite for linear regression analysis. Based on the SPSS output, the significance value for the Linearity row was 0.001 ($p < 0.05$), indicating a linear relationship between the two variables. Additionally, the significance value for the Deviation from Linearity row was 0.243 ($p > 0.05$), suggesting no significant deviation from linearity.

Accordingly, it can be concluded that the relationship between learning motivation and self-efficacy meets the assumption of linearity, and the analysis can

proceed to the simple linear regression stage. Detailed results of the linearity test are provided in the appendix.

e. Simple Linear Regression Test

A simple linear regression analysis was conducted to examine whether learning motivation influences the self-efficacy of second-semester students in Class IIA at UIMSYA Blokagung. The analysis revealed an R Square value of 0.513, indicating that learning motivation accounts for 51.3% of the variance in students' self-efficacy. The remaining 48.7% is influenced by other factors not examined in this model.

The model's significance test through the ANOVA table yielded an F-value of 18.981 with a significance level of $p = 0.000$. Since $p < 0.05$, the regression model is considered statistically significant, suggesting that the relationship between learning motivation and self-efficacy is not due to chance.

Moreover, the regression coefficient (B) was found to be 0.626 with a significance value of $p = 0.000$, indicating that for every one-point increase in learning motivation, self-efficacy increases by 0.626 points. In other words, the higher the students' motivation to learn, the higher their self-efficacy in English language learning. Complete results of the simple linear regression analysis are presented in the appendix.

4.2.7 Hypothesis Testing

Based on the results of the simple linear regression analysis between learning motivation (independent variable) and self-efficacy (dependent variable), the significance value (Sig.) was 0.000. Since this value is lower than the predetermined alpha level ($\alpha = 0.05$), it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Therefore, there is a significant influence of learning motivation on the self-efficacy of second-semester students in Class IIA at UIMSYA Blokagung. This finding indicates that increased motivation to learn corresponds with higher self-efficacy in English language learning.

4.3 Discussion

4.3.1 General Overview of Learning Motivation and Self-Efficacy

The descriptive analysis results indicate that second-semester students in Class IIA at UIMSYA Blokgung generally demonstrate high levels of learning motivation and self-efficacy. The average learning motivation score was 61.75, with a standard deviation of 3.522. This is considered relatively high, given that the minimum and maximum scores were 54 and 68, respectively. Meanwhile, the average self-efficacy score was 62.90, with a standard deviation of 3.076, also reflecting a strong level of self-efficacy, with the scores ranging from 57 to 70.

Interpretatively, these high average scores suggest that students possess a strong internal drive to engage in English language learning. This aligns with the concept of intrinsic motivation, where individuals are motivated by personal interest, internal goals, or satisfaction from academic achievement. A high level of motivation implies that students perceive English language learning as valuable for their academic and future professional development.

Furthermore, the high self-efficacy scores indicate students' confidence in their ability to understand and master English materials. According to Bandura's self-efficacy theory, belief in one's capability is a key factor influencing how individuals approach learning challenges, persevere through difficulties, and take initiative to achieve their goals.

Thus, this general overview suggests that most students possess psychological conditions that positively support their English learning process, both in terms of motivation and self-perception of their capabilities. This provides a strong foundation for explaining the relationship between the two variables in the subsequent analysis.

4.3.2 Discussion of Normality Test Results

The normality test in this study aimed to determine whether the data on learning motivation and self-efficacy of second-semester students in Class IIA at UIMSYA Blokagung followed a normal distribution. Satisfying the assumption of normality is essential for the application of parametric statistical analyses such as Pearson correlation and simple linear regression, both of which were employed in this study.

The Shapiro-Wilk test results indicated significance values of 0.926 for learning motivation and 0.652 for self-efficacy, both exceeding the threshold of 0.05. These findings confirm that the data distributions for both variables can be classified as normal. Statistically, normally distributed data are considered to more accurately reflect the characteristics of the population, allowing the analytical results to be interpreted more validly and generalized to similar contexts.

From a theoretical standpoint, the normal distribution of both learning motivation and self-efficacy reflects a stable general tendency among students, with minimal extreme deviations. In other words, most students exhibit moderate to high levels of motivation and self-efficacy. This outcome supports the use of parametric tests in subsequent analyses and enhances the credibility of the research findings.

4.3.3 Discussion of Linearity Test Results

The linearity test results demonstrated a linear relationship between learning motivation and self-efficacy among students. This conclusion is supported by the significance value for the Linearity row ($p = 0.001$), which is well below 0.05, and a Deviation from Linearity value of 0.243, which exceeds 0.05. These results indicate that the relationship between the two variables follows a consistent linear pattern without significant deviation.

Theoretically, this finding reinforces the notion that learning motivation is closely and directly associated with self-efficacy. According to motivation theory and

Bandura's theory of self-efficacy, individuals with high intrinsic motivation tend to exhibit stronger confidence in their ability to achieve academic goals. This pattern was evident in the current study, where students with higher learning motivation also reported greater self-efficacy.

Furthermore, the linear relationship suggests that changes in one variable are likely to correspond with changes in the other. That is, an increase in learning motivation is likely to lead to an increase in self-efficacy, and vice versa. These findings align with previous research demonstrating that intrinsic motivation plays a significant role in shaping individuals' perceptions of their academic capabilities. Therefore, the linearity test not only meets the technical requirement for regression analysis but also provides empirical evidence supporting the theoretical link between motivation and self-efficacy in English language learning.

4.3.4 Discussion of Pearson Product-Moment Correlation Results

The Pearson correlation analysis revealed a positive and significant relationship between learning motivation and self-efficacy among second-semester students in Class IIA at UIMSYA Blokagung. The obtained Pearson correlation coefficient was $r = 0.716$ with a significance level of $p = 0.000$ ($p < 0.05$). This value is considered to represent a strong correlation, indicating that students with higher learning motivation also possess higher self-efficacy in English language learning.

Theoretically, this finding aligns with Bandura's (1997) theory of self-efficacy, which identifies motivation as a key factor in developing individuals' confidence in their academic abilities. Highly motivated individuals tend to believe more strongly in their capability to succeed in academic tasks, including the acquisition of a second language. This confidence in turn fosters persistence and resilience in learning.

These results are also consistent with previous studies that have shown a strong association between motivation and self-efficacy in educational contexts.

Research suggests that intrinsically motivated learners tend to report higher levels of self-efficacy than those with lower motivation. Thus, motivation not only drives academic engagement but also shapes students' belief in their ability to succeed.

In summary, the correlation test results not only demonstrate a statistical link between the two variables but also offer a deeper understanding of the psychological interactions involved in English language learning at the higher education level.

4.3.5 Discussion of Simple Linear Regression Results

The simple linear regression analysis was conducted to examine the extent to which learning motivation influences students' self-efficacy in English language learning. The coefficient of determination (R^2) was 0.513, indicating that 51.3% of the variance in self-efficacy can be explained by learning motivation, while the remaining 48.7% is attributed to other factors outside the model.

The ANOVA table showed an F-value of 18.981 with a significance level of $p = 0.000$, confirming that the regression model is statistically significant. Additionally, the regression coefficient for learning motivation was $B = 0.626$, with a significance value of $p = 0.000$. This implies that each one-point increase in learning motivation results in a 0.626-point increase in self-efficacy, highlighting a strong and positive effect.

Theoretically, this finding supports both motivation and self-efficacy theories, which posit that individuals with strong academic motivation are more confident in their ability to achieve learning goals. In this context, motivated students not only strive to understand course material but also exhibit confidence when facing academic challenges, particularly in English, which many students perceive as difficult.

This outcome further strengthens the earlier correlation results by confirming that learning motivation does not merely relate to but also statistically influences self-efficacy. Therefore, enhancing students' motivation is likely to result in higher self-efficacy, emphasizing the

importance of motivational strategies in English language instruction.

4.3.6 Discussion of Hypothesis Testing Results

The hypothesis test in this study aimed to determine whether a significant relationship exists between learning motivation and self-efficacy among second-semester students in Class IIA at UIMSYA Blokagung in the context of English language learning. The Pearson correlation test produced a significance value of $p = 0.000$, which is below the 0.05 threshold, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1).

In addition to statistical significance, the direction of the relationship, as indicated by the Pearson correlation coefficient of 0.716, demonstrates a strong and positive association. This means that higher levels of learning motivation are associated with higher levels of self-efficacy in English learning. Conversely, students with lower motivation tend to have lower self-efficacy.

These findings reinforce theoretical assumptions that motivation and self-efficacy are interrelated psychological constructs that influence academic behavior and success. The results also highlight the critical role of motivation as an internal factor that can shape students' confidence in achieving optimal learning outcomes. Consequently, instructional strategies aimed at boosting learning motivation may also enhance students' self-efficacy, particularly in challenging courses such as English language acquisition.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the analysis and discussion results, it can be concluded that second-semester students of Class IIA at UIMSYA Blokagung Banyuwangi in the 2024–2025 academic year generally exhibit high levels of learning motivation and self-efficacy. The Shapiro-Wilk normality test confirmed that the data distribution of both variables is normal, making it suitable for parametric analysis.

The Pearson correlation test showed a positive and significant relationship between learning motivation and self-efficacy, with a correlation coefficient of 0.716 and a significance value of $p = 0.000$. This means that the higher the students' learning motivation, the higher their self-efficacy in English language learning.

Furthermore, the simple linear regression test reinforced these findings, indicating that learning motivation significantly influences self-efficacy, with an R^2 value of 0.513. This means that 51.3% of the variance in self-efficacy can be explained by learning motivation, while the remaining 48.7% is influenced by other factors not included in the model.

Theoretically, this research supports Bandura's theory regarding the link between motivation and self-efficacy and aligns with previous studies that demonstrate a significant relationship between the two variables. Thus, it can be concluded that learning motivation is an important factor in strengthening students' self-confidence in the process of English language learning.

5.2 Limitations Research

This study has several limitations that must be considered when interpreting its results. First, the research was conducted only with students in Class IIA of the second semester at UIMSYA Blokagung, with a total of 20 respondents. This limits the generalizability of the findings to a broader student population across faculties or universities.

Second, the quantitative approach used in this study tends to reveal only relationships between variables without exploring other influencing factors in depth, such as the learning

environment, teaching methods, or students' psychological conditions.

Third, the data were collected through closed-ended questionnaires measuring learning motivation and self-efficacy, which may limit the depth of responses and fail to capture qualitative aspects that are potentially important in the context of English language learning.

Nonetheless, these limitations do not diminish the value of the findings. Instead, they serve as considerations for improvement in future research.

5.3 Suggestions

Based on the research findings and identified limitations, the following suggestions are presented:

1. For Students: It is recommended to continuously enhance learning motivation, as this study shows that motivation significantly affects self-efficacy. Students with high motivation tend to be more confident in facing learning challenges, especially in mastering English.
2. For Lecturers: It is important to create a learning environment that fosters students' internal motivation. Interactive teaching strategies that are relevant to students' needs and provide opportunities for gradual academic success can help improve self-efficacy.
3. For Educational Institutions: Supporting programs such as soft skills training, academic mentoring, and confidence-building workshops should be implemented. These programs can help students develop sustainable motivation and self-efficacy.
4. For Future Researchers: Future studies should involve more diverse and larger respondent groups and integrate qualitative approaches to gain deeper insights into the factors influencing self-efficacy in language learning. Future research may also explore other independent variables such as social support, learning strategies, or the role of academic environments.

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APPENDICES

APPENDIX 1: Guide Card

NIM	2111221033			
NAMA	IRFAN ANSORI			
FAKULTAS	TARBIYAH DAN KEGURUAN			
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS			
PERIODE	20242			
JUDUL	THE RELATIONSHIP BETWEEN MOTIVATION AND SELF EFFICACY IN ENGLISH LANGUAGE LEARNING WITH GRADE 7 MODULES			

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	29 Juni 2025	29 Juni 2025	Acc Laporan penelitian	10
2	20242	01 Juni 2025	01 Juni 2025	Bimbingan Bab 5	9
3	20242	15 Mei 2025	15 Mei 2025	Bimbingan bab 4	8
4	20242	01 Mei 2025	01 Mei 2025	Analisis data penelitian	7
5	20242	01 April 2025	01 April 2025	Ambil data penelitian	6
6	20242	15 Maret 2025	15 Maret 2025	Persiapan penelitian	5
7	20242	06 Maret 2025	06 Maret 2025	Bab 1-3, revisi	ke 3
8	20242	01 Maret 2025	01 Maret 2025	Bimbingan bab 3	4
9	20242	10 Februari 2025	10 Februari 2025	Bab 1-3	ke 2
10	20242	01 Februari 2025	01 Februari 2025	Bimbingan bab 2	3
11	20242	01 Januari 2025	01 Januari 2025	Pengajuan judul	ke 1
12	20242	01 Januari 2025	01 Januari 2025	Bimbingan bab 1	2
13	20242	01 Desember 2024	01 Desember 2024	Konsultasi judul	1

APPENDIX 2: Certificate of Having Conducted Research



UNIVERSITAS KH. MUKHTAR SYAFAAT

Blokagung - Banyuwangi

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SURAT KETERANGAN

Nomor : 51.2.12/**213**/UIMSYA/B.7/VI/2025

Yang bertanda tangan dibawah ini Rektor Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi dengan ini menerangkan bahwa :

Nama : Irfan Ansori
NIM/NIMKO : 2111221033
Fakultas : Tarbiyah dan Keguruan
Prodi : Tadris Bahasa Inggris
Alamat : Gombolirang-Kabat-Banyuwangi

Telah melaksanakan penelitian di UIMSYA Blokagung Banyuwangi mulai bulan Mei 2025 untuk memperoleh data guna penyusunan Tugas Akhir Studi dengan Judul **"The Relationship Between Motivation And Self Efficacy In English Language Learning Among Second Semester Students at UIMSYA Blokagung Banyuwangi in The Academic 2024/2025"**.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.



Blokagung, 28 Juni 2025

Rektor

Dr. KH. Ahmad Munib Syafa'at, Lc., M.E.I

NIPY: 3150104087601



Dipindai dengan CamScanner

APPENDIX 3: Certificate of Plagiarism



**UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi**

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SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Proposal Skripsi:

Nama : Irfan Ansori
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Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 21%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Seminar Proposal.

Banyuwangi, 30 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIPY 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

APPENDIX 4: Questionnaire on Learning Motivation and Self-Efficacy

ANGKET MOTIVASI BELAJAR

I. IDENTITAS RESPONDEN

Nama : Mah. Azzah Almagri Qubra A.
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 Usia : 20
 Kelas : TIK 1A

II. PERNYATAAN TENTANG EFikasi DIRI

Keterangan: Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S), Sangat Setuju (SS)

No	Indikator	Pernyataan	STS	TS	S	SS
1	Perseverance	Saya tetap berusaha belajar Bahasa Inggris meskipun mengalami kesulitan.			☒	
2	Perseverance	Saya tidak mudah menyerah saat menghadapi soal Bahasa Inggris yang sulit.			☒	
3	Perseverance	Saya terus mencoba memahami materi Bahasa Inggris walau belum langsung paham.				☒
4	Perseverance	Saya belajar Bahasa Inggris meskipun tidak ada tugas dari dosen				☒
5	Perseverance	Saya mengulang materi yang belum saya kuasai dengan sabar.				☒
6	Perseverance	Saya tetap hadir dalam pembelajaran Bahasa Inggris meski merasa kurang semangat.				☒
7	Perseverance	Saya mencari cara lain jika metode belajar saya kurang efektif.				☒
8	Interest in Learning	Saya merasa antusias ketika mengikuti pembelajaran Bahasa Inggris.				☒
9	Interest in Learning	Saya tertarik mempelajari materi Bahasa Inggris lebih lanjut.				☒
10	Interest in Learning	Saya menikmati kegiatan belajar Bahasa Inggris.				☒
11	Interest in Learning	Saya suka mencari referensi tambahan tentang Bahasa Inggris.			☒	
12	Interest in Learning	Saya merasa senang ketika mendapatkan pelajaran baru dalam Bahasa Inggris.		☒		

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No	Indikator	Pernyataan	STS	TS	S	SS
13	Interest in Learning	Saya merasa waktu belajar Bahasa Inggris berjalan cepat karena menarik.				☒
14	Interest in Learning	Saya mengikuti kelas Bahasa Inggris dengan penuh perhatian.				☒
15	Academic Goals	Saya belajar Bahasa Inggris agar dapat berprestasi secara akademik.		☒		
16	Academic Goals	Saya memiliki target nilai tinggi dalam mata kuliah Bahasa Inggris.			☒	
17	Academic Goals	Saya merasa kemampuan Bahasa Inggris penting untuk masa depan saya.				☒
18	Academic Goals	Saya belajar Bahasa Inggris agar bisa mengikuti ujian atau sertifikasi.		☒		
19	Academic Goals	Saya ingin meningkatkan kemampuan Bahasa Inggris untuk melanjutkan studi.			☒	
20	Academic Goals	Saya merasa belajar Bahasa Inggris adalah investasi untuk karier saya.		☒		

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ANGKET EFIKASI DIRI

I. IDENTITAS RESPONDEN

Nama : Wahana, Abdulhak
 Jenis Kelamin : ☐ Laki-laki ☒ Perempuan
 Usia : 20
 Kelas : 2022.2021

II. PERNYATAAN TENTANG EFIKASI DIRI

Keterangan: Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S), Sangat Setuju (SS)

No	Indikator	Pernyataan	STS	TS	S	SS
1	Confidence	Saya percaya diri saat berbicara dalam Bahasa Inggris di depan kelas.			✓	
2	Confidence	Saya yakin mampu menulis paragraf sederhana dalam Bahasa Inggris.				✓
3	Confidence	Saya dapat memahami materi Bahasa Inggris yang diajarkan dosen.				✓
4	Confidence	Saya yakin menjawab pertanyaan lisan dalam Bahasa Inggris.				✓
5	Confidence	Saya merasa mampu menyampaikan pendapat dalam Bahasa Inggris secara tertulis.			✓	
6	Academic Resilience	Saya tetap berusaha memahami materi meskipun Bahasa Inggris terasa sulit.				✓
7	Academic Resilience	Saya tidak mudah menyerah saat menghadapi soal Bahasa Inggris yang rumit.				✓
8	Academic Resilience	Saya belajar dari kesalahan ketika nilai Bahasa Inggris saya rendah.				✓
9	Academic Resilience	Saya merasa tertantang untuk memperbaiki kelemahan saya dalam Bahasa Inggris.				✓
10	Academic Resilience	Saya tetap semangat mengikuti kelas Bahasa Inggris meskipun pernah gagal.				✓
11	Independent Learning	Saya belajar Bahasa Inggris di luar kelas secara mandiri.		✓		
12	Independent Learning	Saya mencari video atau artikel berbahasa Inggris untuk latihan tambahan.			✓	

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No	Indikator	Pernyataan	STS	TS	S	SS
13	Independent Learning	Saya menggunakan strategi belajar sendiri seperti mencatat dan mengulang materi.				✓
14	Independent Learning	Saya membuat jadwal belajar pribadi untuk meningkatkan kemampuan Bahasa Inggris.				✓
15	Independent Learning	Saya aktif mencari arti kata yang tidak saya pahami saat membaca Bahasa Inggris.		✓		
16	Confidence	Saya yakin dapat meningkatkan kemampuan Bahasa Inggris saya dari waktu ke waktu.			✓	
17	Academic Resilience	Saya belajar lebih giat jika sebelumnya mengalami kesulitan dalam memahami materi.				✓
18	Independent Learning	Saya terbiasa mencari solusi sendiri sebelum bertanya pada dosen.	✓			
19	Confidence	Saya merasa mampu menjawab soal Bahasa Inggris secara mandiri.				✓
20	Independent Learning	Saya percaya diri menghadapi ujian Bahasa Inggris meskipun materi terasa sulit.	✓			

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ANGKET MOTIVASI BELAJAR

I. IDENTITAS RESPONDEN

Nama : Salsabila
 Jenis Kelamin : ☐ Laki-laki ☒ Perempuan
 Usia : 19
 Kelas : VI.10 IPA 2.3

II. PERNYATAAN TENTANG EFIKASI DIRI

Keterangan: Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S), Sangat Setuju (SS)

No	Indikator	Pernyataan	STS	TS	S	SS
1	Perseverance	Saya tetap berusaha belajar Bahasa Inggris meskipun mengalami kesulitan.				✓
2	Perseverance	Saya tidak mudah menyerah saat menghadapi soal Bahasa Inggris yang sulit.				✓
3	Perseverance	Saya terus mencoba memahami materi Bahasa Inggris walau belum langsung paham.				✓
4	Perseverance	Saya belajar Bahasa Inggris meskipun tidak ada tugas dari dosen				✓
5	Perseverance	Saya mengulang materi yang belum saya kuasai dengan sabar.			✓	
6	Perseverance	Saya tetap hadir dalam pembelajaran Bahasa Inggris meski merasa kurang semangat.				✓
7	Perseverance	Saya mencari cara lain jika metode belajar saya kurang efektif.			✓	
8	Interest in Learning	Saya merasa antusias ketika mengikuti pembelajaran Bahasa Inggris.				✓
9	Interest in Learning	Saya tertarik mempelajari materi Bahasa Inggris lebih lanjut.				✓
10	Interest in Learning	Saya menikmati kegiatan belajar Bahasa Inggris.				✓
11	Interest in Learning	Saya suka mencari referensi tambahan tentang Bahasa Inggris.			✓	
12	Interest in Learning	Saya merasa senang ketika mendapatkan pelajaran baru dalam Bahasa Inggris.				✓

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No	Indikator	Pernyataan	STS	TS	S	SS
13	Interest in Learning	Saya merasa waktu belajar Bahasa Inggris berjalan cepat karena menarik.				✓
14	Interest in Learning	Saya mengikuti kelas Bahasa Inggris dengan penuh perhatian.				✓
15	Academic Goals	Saya belajar Bahasa Inggris agar dapat berprestasi secara akademik.				✓
16	Academic Goals	Saya memiliki target nilai tinggi dalam mata kuliah Bahasa Inggris.				✓
17	Academic Goals	Saya merasa kemampuan Bahasa Inggris penting untuk masa depan saya.				✓
18	Academic Goals	Saya belajar Bahasa Inggris agar bisa mengikuti ujian atau sertifikasi.				✓
19	Academic Goals	Saya ingin meningkatkan kemampuan Bahasa Inggris untuk melanjutkan studi.				✓
20	Academic Goals	Saya merasa belajar Bahasa Inggris adalah investasi untuk karier saya.				✓

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ANGKET EFIKASI DIRI

I. IDENTITAS RESPONDEN

Nama : Ayca Lanyu Asma
 Jenis Kelamin : ☐ Laki-laki ☒ Perempuan
 Usia : 19
 Kelas : IPA 102A 10

II. PERNYATAAN TENTANG EFIKASI DIRI

Keterangan: Sangat Tidak Setuju (STS), Tidak Setuju (TS), Setuju (S), Sangat Setuju (SS)

No	Indikator	Pernyataan	STS	TS	S	SS
1	Confidence	Saya percaya diri saat berbicara dalam Bahasa Inggris di depan kelas.		☒		
2	Confidence	Saya yakin mampu menulis paragraf sederhana dalam Bahasa Inggris.			☒	
3	Confidence	Saya dapat memahami materi Bahasa Inggris yang diajarkan dosen.			☒	
4	Confidence	Saya yakin menjawab pertanyaan lisan dalam Bahasa Inggris.		☒		
5	Confidence	Saya merasa mampu menyampaikan pendapat dalam Bahasa Inggris secara tertulis.			☒	
6	Academic Resilience	Saya tetap berusaha memahami materi meskipun Bahasa Inggris terasa sulit.			☒	
7	Academic Resilience	Saya tidak mudah menyerah saat menghadapi soal Bahasa Inggris yang rumit.		☒		
8	Academic Resilience	Saya belajar dari kesalahan ketika nilai Bahasa Inggris saya rendah.			☒	
9	Academic Resilience	Saya merasa tertantang untuk memperbaiki kelemahan saya dalam Bahasa Inggris.			☒	
10	Academic Resilience	Saya tetap semangat mengikuti kelas Bahasa Inggris meskipun pernah gagal.			☒	
11	Independent Learning	Saya belajar Bahasa Inggris di luar kelas secara mandiri.			☒	
12	Independent Learning	Saya mencari video atau artikel berbahasa Inggris untuk latihan tambahan.		☒		

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No	Indikator	Pernyataan	STS	TS	S	SS
13	Independent Learning	Saya menggunakan strategi belajar sendiri seperti mencatat dan mengulang materi.			☒	
14	Independent Learning	Saya membuat jadwal belajar pribadi untuk meningkatkan kemampuan Bahasa Inggris.		☒		
15	Independent Learning	Saya aktif mencari arti kata yang tidak saya pahami saat membaca Bahasa Inggris.			☒	
16	Confidence	Saya yakin dapat meningkatkan kemampuan Bahasa Inggris saya dari waktu ke waktu.			☒	
17	Academic Resilience	Saya belajar lebih giat jika sebelumnya mengalami kesulitan dalam memahami materi.			☒	
18	Independent Learning	Saya terbiasa mencari solusi sendiri sebelum bertanya pada dosen.		☒		
19	Confidence	Saya merasa mampu menjawab soal Bahasa Inggris secara mandiri.			☒	
20	Independent Learning	Saya percaya diri menghadapi ujian Bahasa Inggris meskipun materi terasa sulit.			☒	

CS Dipindai dengan CamScanner

APPENDIX 5: Results of the Validity Testing for the Learning Motivation Items

[illegible]

^a Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 6: Results of the Reliability Analysis of the Learning Motivation Scale

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,967	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pernyataan_01	61,5000	161,632	,857	,964
Pernyataan_02	61,5000	163,211	,858	,965
Pernyataan_03	61,2500	166,303	,788	,966
Pernyataan_04	61,1500	169,292	,708	,966
Pernyataan_05	61,3000	165,589	,845	,965
Pernyataan_06	61,9000	149,147	,934	,963
Pernyataan_07	61,2500	169,461	,695	,967
Pernyataan_08	61,1000	172,095	,501	,968
Pernyataan_09	61,9000	149,147	,934	,963
Pernyataan_10	61,1500	172,239	,482	,968
Pernyataan_11	61,2500	169,461	,695	,967
Pernyataan_12	61,9000	149,147	,934	,963
Pernyataan_13	61,2500	169,461	,695	,967
Pernyataan_14	61,9000	149,147	,934	,963
Pernyataan_15	61,9000	149,147	,934	,963
Pernyataan_16	61,7500	154,197	,863	,964
Pernyataan_17	61,3000	165,589	,845	,965
Pernyataan_18	61,8000	152,905	,857	,965
Pernyataan_19	61,0000	172,316	,520	,968
Pernyataan_20	61,2500	166,303	,788	,966

APPENDIX 7: Results of the Validity Testing for the Self-Efficacy Items

[illegible]

* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 8: Results of the Reliability Analysis of the Self-Efficacy Scale

Case Processing Summary

		N	%
Cases	Valid	20	100,0
	Excluded ^a	0	,0
	Total	20	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,956	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pernyataan01	63,4500	114,892	,886	,951
Pernyataan02	62,8000	131,011	,746	,954
Pernyataan03	62,6500	133,292	,555	,956
Pernyataan04	63,4500	114,892	,886	,951
Pernyataan05	62,7000	133,379	,538	,956
Pernyataan06	62,8000	131,011	,746	,954
Pernyataan07	63,4500	114,892	,886	,951
Pernyataan08	62,8000	131,011	,746	,954
Pernyataan09	62,5500	133,313	,594	,955
Pernyataan10	62,7000	133,379	,538	,956
Pernyataan11	62,8000	131,011	,746	,954
Pernyataan12	63,4500	114,892	,886	,951
Pernyataan13	62,8000	131,011	,746	,954
Pernyataan14	63,4500	114,892	,886	,951
Pernyataan15	62,8000	128,484	,812	,953
Pernyataan16	62,5500	133,313	,594	,955
Pernyataan17	62,8500	128,029	,857	,952
Pernyataan18	63,3500	118,134	,809	,953
Pernyataan19	62,5500	133,313	,594	,955
Pernyataan20	62,8000	128,484	,812	,953

APPENDIX 9: Results of the Descriptive Analysis of Learning Motivation and Self-Efficacy

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
MOTIVATION	20	54	68	61,75	3,522
SELF_EFFICACY	20	57	70	62,90	3,076
Valid N (listwise)	20				

APPENDIX 10: Results of the Normality Test

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Motivasi Kelas 2A	20	100,0%	0	0,0%	20	100,0%
Efikasi Kelas 2A	20	100,0%	0	0,0%	20	100,0%

Descriptives

			Statistic	Std. Error
Motivasi Kelas 2A	Mean		61,75	,788
	95% Confidence Interval for Mean	Lower Bound	60,10	
		Upper Bound	63,40	
	5% Trimmed Mean		61,83	
	Median		62,00	
	Variance		12,408	
	Std. Deviation		3,522	
	Minimum		54	
	Maximum		68	
	Range		14	
	Interquartile Range		6	
	Skewness		-,227	,512
	Kurtosis		-,188	,992
Efikasi Kelas 2A	Mean		62,90	,688
	95% Confidence Interval for Mean	Lower Bound	61,46	
		Upper Bound	64,34	
	5% Trimmed Mean		62,83	
	Median		63,00	
	Variance		9,463	
	Std. Deviation		3,076	
	Minimum		57	
	Maximum		70	
	Range		13	
	Interquartile Range		5	
	Skewness		,104	,512
	Kurtosis		,389	,992

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivasi Kelas 2A	,086	20	,200*	,979	20	,926
Efikasi Kelas 2A	,163	20	,172	,965	20	,652

*. This is a lower bound of the true significance.

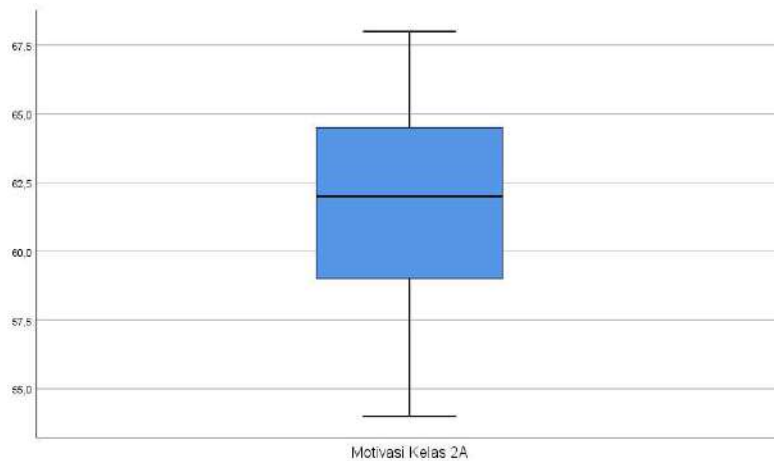
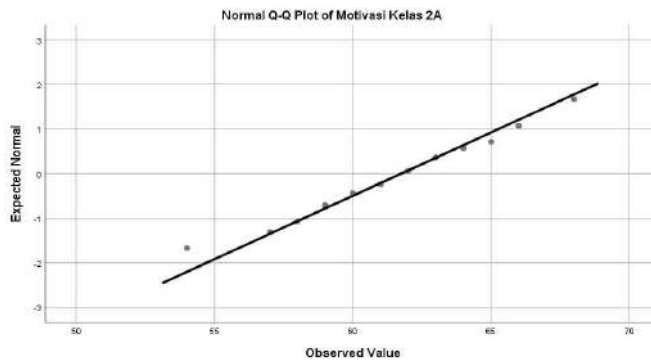
a. Lilliefors Significance Correction

Motivasi Kelas 2A

Motivasi Kelas 2A Stem-and-Leaf Plot

Frequency	Stem & Leaf
1,00	5 . 4
5,00	5 . 78999
9,00	6 . 011222334
5,00	6 . 56668

Stem width: 10
Each leaf: 1 case(s)

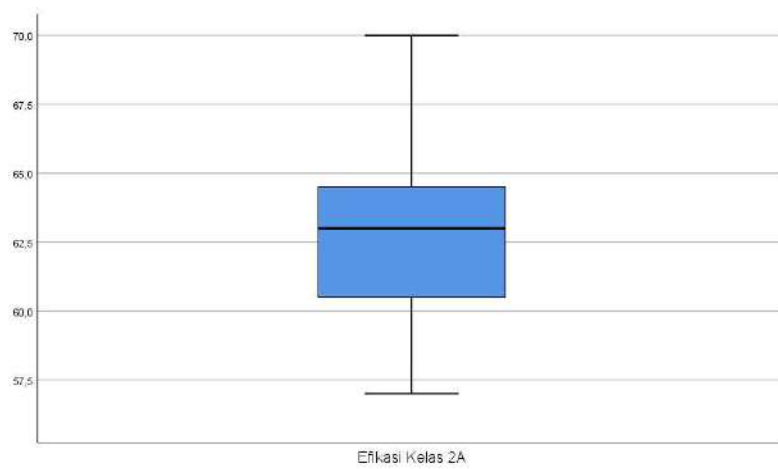
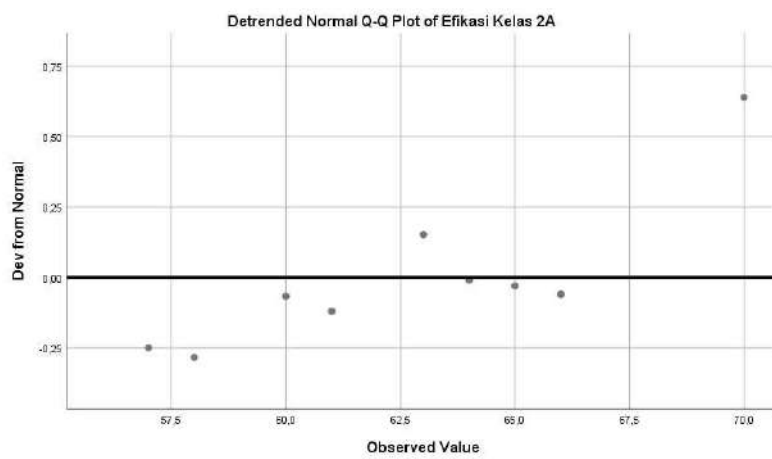
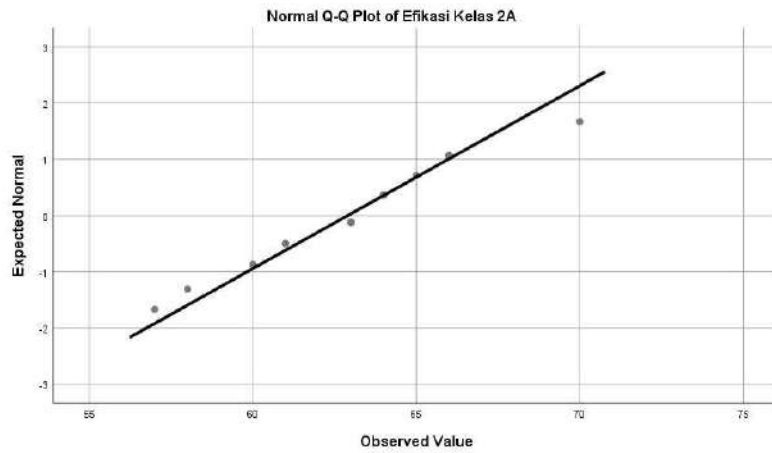


Efikasi Kelas 2A

Efikasi Kelas 2A Stem-and-Leaf Plot

Frequency	Stem & Leaf
2,00	5 . 78
13,00	6 . 0001133334444
4,00	6 . 5666
1,00	7 . 0

Stem width: 10



APPENDIX 11: Results of the Pearson Product-Moment Correlation Test

Correlations

		Skor Motivasi Belajar	Skor Efikasi Diri
Skor Motivasi Belajar	Pearson Correlation	1	,716**
	Sig. (2-tailed)		,000
	N	20	20
Skor Efikasi Diri	Pearson Correlation	,716**	1
	Sig. (2-tailed)	,000	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 12: Results of the Linearity Test

Case Processing Summary

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
Efikasi * Motivasi	20	100,0%	0	0,0%	20	100,0%

Report

Efikasi			
Motivasi	Mean	N	Std. Deviation
54	57,00	1	..
57	58,00	1	..
58	63,00	1	..
59	63,33	3	,577
60	63,00	1	..
61	60,50	2	,707
62	61,67	3	2,082
63	62,00	2	2,828
64	64,00	1	..
65	66,00	1	..
66	67,33	3	2,309
68	65,00	1	..
Total	62,90	20	3,076

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Efikasi * Motivasi	Between Groups	(Combined)	151,300	11	13,755	3,861	,033
		Linearity	92,285	1	92,285	25,905	,001
		Deviation from Linearity	59,015	10	5,901	1,657	,243
	Within Groups		28,500	8	3,563		
	Total		179,800	19			

Measures of Association

	R	R Squared	Eta	Eta Squared
Efikasi * Motivasi	,716	,513	,917	,841

APPENDIX 13: Results of the Simple Linear Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Skor Motivasi Belajar ^b		Enter

a. Dependent Variable: Skor Efikasi Diri

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,716 ^a	,513	,486	2,205

a. Predictors: (Constant), Skor Motivasi Belajar

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92,285	1	92,285	18,981	,000 ^b
	Residual	87,515	18	4,862		
	Total	179,800	19			

a. Dependent Variable: Skor Efikasi Diri

b. Predictors: (Constant), Skor Motivasi Belajar

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24,265	8,881		2,732	,014
	Skor Motivasi Belajar	,626	,144	,716	4,357	,000

a. Dependent Variable: Skor Efikasi Diri

APPENDIX 14: Research Documentation



APPENDIX 15 : List of Validity Test Results for the Learning Motivation and Self-Efficacy Questionnaires

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total
R1	4	4	4	4	3	4	3	4	4	4	3	4	3	4	4	4	3	4	4	4	75
R2	2	3	3	4	3	2	3	4	2	4	3	2	3	2	2	2	3	2	4	3	56
R3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R4	3	3	3	3	3	1	3	3	1	3	3	1	3	1	1	1	3	1	3	3	46
R5	3	3	3	3	3	1	3	4	1	4	3	1	3	1	1	1	3	1	4	3	49
R6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R7	3	3	4	4	4	3	4	4	3	4	4	3	4	3	3	3	4	3	4	4	71
R8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R9	2	2	3	3	3	1	3	3	1	3	3	1	3	1	1	1	3	3	3	3	46
R10	2	2	2	3	2	1	3	4	1	3	3	1	3	1	1	3	2	1	4	2	44
R11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R15	3	3	4	4	4	3	4	4	3	3	4	3	4	3	3	3	4	3	4	4	70
R16	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	79
R17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R18	2	2	3	3	2	3	3	2	3	2	3	2	3	2	2	2	3	2	3	3	51
R19	4	3	3	3	4	4	3	3	4	4	3	4	3	4	4	4	4	4	4	3	72
R20	3	3	4	4	3	1	4	3	1	4	4	1	4	1	1	2	3	1	4	4	55

The Distribution of Learning Motivation Scores among Students of Class IIB

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total
R1	4	3	4	4	4	3	4	3	4	4	3	4	3	4	4	4	3	4	4	4	74
R2	2	3	4	2	4	3	2	3	4	4	3	2	3	2	3	4	3	2	4	3	60
R3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R4	1	3	3	1	3	3	1	3	3	3	3	1	3	1	3	3	3	1	3	3	48
R5	1	3	4	1	4	3	1	3	4	4	3	1	3	1	3	4	3	1	4	3	54
R6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R7	3	4	4	3	4	4	3	4	4	4	4	3	4	3	4	4	4	3	4	4	74
R8	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R9	1	3	3	1	3	3	1	3	3	3	3	1	3	1	3	3	3	3	3	3	50
R10	1	3	4	1	3	3	1	3	4	3	3	1	3	1	2	4	2	1	4	2	49
R11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
R13	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R14	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R15	3	4	4	3	3	4	3	4	4	3	4	3	4	3	4	4	4	3	4	4	72
R16	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	78
R17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
R18	2	3	3	2	3	3	2	3	3	3	3	2	3	2	3	3	3	2	3	3	54
R19	4	3	3	4	4	3	4	3	4	3	4	3	4	3	4	4	4	4	4	3	72
R20	1	4	3	1	4	4	1	4	4	4	4	1	4	1	4	4	3	1	4	4	60

The Distribution of Self-Efficacy Scores among Students of Class IIA

APPENDIX 16: Distribution of Learning Motivation and Self-Efficacy Questionnaire Scores After Validated Items

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total
R1	3	3	3	4	4	3	4	2	2	3	3	4	4	4	4	3	4	3	2	4	66
R2	2	4	4	2	4	4	3	3	4	3	4	2	2	2	4	3	4	4	1	2	61
R3	3	4	2	3	3	3	4	4	2	4	4	2	4	3	1	3	3	3	4	1	60
R4	3	3	3	4	2	3	3	2	3	3	2	4	2	2	4	2	4	4	2	3	58
R5	3	4	4	2	3	3	2	2	2	1	4	4	2	3	4	3	4	2	3	4	59
R6	2	2	3	2	1	4	3	4	3	1	4	3	3	4	4	2	4	4	2	4	59
R7	4	4	2	1	1	4	4	4	4	4	3	4	3	3	4	2	3	4	1	4	63
R8	3	3	4	3	3	3	3	2	4	3	3	4	4	3	2	2	2	4	4	3	62
R9	2	4	4	4	3	4	4	3	4	3	3	4	3	4	4	2	3	3	4	3	68
R10	4	2	2	2	4	2	1	3	4	4	4	4	2	3	4	2	3	2	1	4	57
R11	4	3	2	1	4	4	2	4	1	4	4	3	2	2	4	2	3	4	2	4	59
R12	4	4	1	4	2	4	2	3	4	3	3	4	4	4	2	4	2	3	4	1	62
R13	3	4	4	4	3	4	2	4	2	2	4	4	3	4	4	4	3	2	4	2	66
R14	4	3	2	4	3	1	4	2	3	4	2	4	4	1	4	3	4	4	3	2	61
R15	3	3	4	4	4	4	4	4	4	4	3	2	4	4	2	2	4	2	2	1	64
R16	2	4	4	2	3	4	1	4	1	2	1	4	3	1	2	4	3	3	2	4	54
R17	4	4	4	3	2	4	2	2	3	4	3	3	4	3	3	3	2	4	1	4	62
R18	3	4	4	4	2	3	3	2	4	3	3	4	4	4	4	2	1	4	4	4	66
R19	3	3	4	4	4	3	4	3	2	2	2	4	4	2	2	4	4	4	1	4	63
R20	4	3	2	2	4	3	2	4	4	4	4	3	4	2	4	2	4	2	4	4	65

The Distribution of Learning Motivation Scores among Students of Class IIA

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	Total
R1	3	4	3	4	3	3	3	4	4	3	4	4	4	4	4	3	4	4	2	3	70
R2	4	4	4	2	4	3	3	4	2	4	3	4	2	2	4	2	1	3	3	2	60
R3	4	3	3	4	4	4	3	2	2	4	2	2	3	4	2	4	3	2	4	4	63
R4	3	3	2	4	2	4	2	4	2	2	3	2	4	3	4	4	4	3	4	4	63
R5	2	4	4	4	4	4	4	3	2	4	2	3	4	4	1	1	4	2	4	3	63
R6	3	4	2	3	4	3	3	3	3	4	4	4	3	2	3	4	2	4	3	3	64
R7	3	4	2	3	2	4	4	3	2	4	2	2	4	4	4	4	4	2	3	4	64
R8	2	3	3	2	3	3	3	4	4	4	3	4	3	2	3	2	2	3	3	4	60
R9	4	4	4	4	4	4	1	3	4	1	4	4	4	3	2	4	1	3	3	4	65
R10	3	4	4	3	2	3	2	3	3	1	3	3	3	3	4	3	3	2	2	4	58
R11	3	2	4	4	3	4	3	4	4	2	2	3	3	4	3	2	3	2	4	4	63
R12	3	3	4	3	3	4	1	4	4	1	2	4	2	4	4	4	3	2	3	3	61
R13	4	3	4	3	2	4	4	4	4	3	3	4	4	3	1	2	4	2	4	4	66
R14	4	2	1	3	3	1	4	4	3	1	3	4	4	4	4	2	3	4	4	3	61
R15	3	4	4	3	2	4	3	3	4	3	4	4	4	2	3	3	3	3	3	2	64
R16	4	3	3	3	4	3	2	3	3	2	4	2	3	1	3	2	4	3	2	3	57
R17	2	3	4	4	4	3	2	4	3	4	3	3	4	3	3	2	4	3	4	2	64
R18	2	3	2	4	4	4	4	3	2	3	4	4	3	3	4	2	4	4	4	3	66
R19	4	2	4	2	3	2	3	4	3	3	2	2	4	2	4	4	4	3	3	2	60
R20	3	4	4	4	3	4	4	4	4	4	2	3	4	4	2	3	4	1	4	1	66

The Distribution of Self-Efficacy Scores among Students of Class IIA