

The Effect of Motivation and Interest on Students' English Learning Outcomes¹

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Abstract

This correlation study examined the effect of motivation and interest on students' learning outcomes at the university level. Data were collected from 125 university students through questionnaires and tests, and t-test, ANOVA, and R-Square were used to analyze the data. The results indicated that motivation in learning English did not influence students' learning outcomes, nor did interest. Moreover, there was a negative connection between motivation and interest and students' learning outcomes. This study enriches the research on motivation and interest in English learning outcomes. Furthermore, it reveals an insight that motivation and interest are not the factors that cause students to succeed in English courses.

Resumen

Este estudio de correlación examinó el efecto de la motivación y el interés en los resultados de aprendizaje de los estudiantes a nivel universitario. Se recopiló datos de 125 estudiantes universitarios a través de cuestionarios y exámenes, y se utilizaron pruebas t, ANOVA y R-Cuadrado para analizar los datos. Los resultados indicaron que la motivación por aprender inglés no influyó en los resultados de aprendizaje de los estudiantes, y el interés tampoco. Además, hubo una conexión negativa entre la motivación y el interés y los resultados de aprendizaje de los estudiantes. Este estudio enriquece la investigación sobre la motivación y el interés en los resultados del aprendizaje del inglés. Además, revela una idea de que la motivación y el interés no son los factores que hacen que los estudiantes tengan éxito en los cursos de inglés.

Introduction

English is one of the required subjects at universities in Indonesia. Students study it beginning in junior high school; some even begin in since school. However, even though students have studied English over a number of years, their ability to use it is still low (Jufri, 2019; Souriyavongsa et al., 2013). Some students are not interested in learning the language because they have difficulty understanding the course material (Amjah, 2014). As a result, they write or speak well, and their learning outcomes are low. This situation might be caused by a lack of motivation (Amjah, 2014).

Some studies have been conducted on motivation in the Indonesian context, but they only focus on secondary school or elementary school level. For example, research has been done on students' language use, attitudes/motivation, and foreign language outcomes in secondary school level (Sultan et al., 2012), the effects of blended learning on the learning motivation and achievement with students at vocational school (Sjukur, 2012), the influence of learning models and learning motivation on students' critical thinking ability (Khairani et al., 2020).

Many recent other studies focus on language learning motivation among young learners of English as a foreign language (EFL) (Altiner, 2018; Nikolov, 1999; Salayo & Amarles, 2020; Wallace & Leong, 2020); teaching and researching motivation (Dörnyei & Ushioda, 2010); students' confidence, motivation, and ability in EFL class (Wu et al., 2010); attitudes and motivation of Chadian Learners (Safotso & Tompte, 2018); motivation and demotivation of English language learners in Japan (Kikuchi, 2019); motivation, language proficiency, and academic skills (Rose et al. 2019); motivation, anxiety and students' performance (Ahmetović et al., 2020); gender differences in motivation and academic achievement (Naz et al., 2020); and motivation, metacognitive awareness, and listening skills (Bourdeaud'hui et al. 2021). However, little empirical research is conducted regarding students' motivation and interest in their English learning outcomes in the university context. Therefore, this study aimed to determine the effect of students' motivation and interest on their English learning outcomes.

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Literature Review

Motivation

Motivation derives from the word 'motive,' which is the driving force within a person to carry out certain acts to attain certain goals (Cleopatra, 2015). It is the energy that powers the effort that makes a person perform activities to reach a goal.

Motivation has been considered a significant factor in student success. According to Dörnyei and Ushioda (2010), motivation explains why people decide to do things, how long they are disposed to continue that act, and how ambitiously they engage in it. Motivation can be classified as intrinsic or extrinsic (Djamarah, 2008), and research has shown that intrinsic and extrinsic motivation significantly influence students' English results (Ahmetović et al., 2020). Dörnyei (1994) explains that someone who has intrinsic motivation does something because of internal reinforcement, while someone who has an extrinsic motivation does something because of external reinforcement. Moreover, Dörnyei (1990) conceptualized motivation in foreign language learning into four subsystems: 1) the integrative motivational subsystem, which is divided into four areas: curiosity about other languages, groups, and cultures; a desire to extend one's perspective and prevent narrow-mindedness; a desire for new excitation and disputes; and a desire to alter to a new aggregation, 2) the instrumental motivational subsystem, 3) the demand for accomplishment and 4) the understanding of reasons for past failures.

Motivation is an essential process that triggers, guides, and maintains behavior from time to time (Sjukur, 2012). There are numerous kinds, intensities, goals, and directions of motivation. Motivation to learn drives students' effort. It can lead to persistence in learning activities and guide learning activities towards desired goals (Khairani et al., 2020). It plays an essential role in learning English (Kikuchi, 2019; Lasagabaster, 2011; Liu & Huang, 2011; Long et al, 2013; Rix, 2012; Safotso & Tompte, 2018; Sultan et al., 2012). According to Dörnyei and Ottó (1998), motivation is the excitement within an individual that initiates, leads, manages, increases, dismisses, and estimates the intellectual and motor developments by which initial aspirations and wishes are selected, prioritized, applied, and performed. Motivation influences learning outcomes (Ahmetović et al., 2020; Altiner, 2018; Liu & Huang, 2011; Naz et al., 2020). The learning outcome is the expected result to be obtained by learners after the learning process (Adam, 2004; Lena et al., 2019; Stamov Roßnagel et al., 2020).

Motivation is an internal factor that affects student attitudes, behaviors, and skills learning outcomes. The role of learning motivation is critical in achieving high learning outcomes. Students who have high learning motivation are indicated by their enthusiasm for following the learning process. For example, they do independent learning at home, at school, or on breaks (Kompri, 2016). Thus, motivation greatly determines the students' learning outcomes (Wahab, 2015). Research has indicated a significant influence on motivation toward students' achievement (Hamdu & Agustina, 2011). This means that if students are motivated to learn, their learning achievements will be high, and on the other hand, if students are demotivated to learn, their learning achievement will be low. Motivation will make learning outcomes optimal because the level of learning efforts and the success of students' learning process is determined by the motivation given (Sardiman, 2014).

Research has also shown that external motivations to study English are based on a desire to obtain a good grade, or an excellent job in the future, or to avoid conflict with their parents (Maherzi, 2011). Furthermore, students with intrinsic motivation mention that they study English because it is vital for them (Maherzi, 2011). Intrinsic motivation is the most highly self-determined motivation; those who have this motivation do something because they want to do so without any external enforcement (Deci & Ryan, 1991). For example, students were satisfied when they understood the meaning of a complex English vocabulary. Deci and Ryan (1991) argue that internal motivation comes from human mental needs for competence and independence or self-determination.

Interest

Interest in learning can be measured through attention to learning, motivation to learn, and knowledge (Slameto, 2010). Interest is the desire to carry out activities to achieve a goal, while the motivation is the purpose to do activities useful. Sardiman (2000) points out that interest is a state that occurs when someone sees the characteristics or meanings of a situation that are related to their desires and needs. Interest in learning is influenced by physical health and mental conditions (Hapsari, 2007). Students whose health conditions are weakened will not have the desire to learn because their bodies' potential is used to endure

the pain they suffer. Likewise, mental health will directly interfere with the interest in learning. Feelings of hatred, hurt, or disappointment with the teacher will hinder students' interest.

Research has also shown that students' success in learning English could be influenced by their interest in the topic (Kálmán & Eugenio, 2015), which means a student interested in learning English would tend to have good learning outcomes. Interest can be defined as significant motivational development that strengthens learning, guides educational courses, and is vital to educational success (Harackiewicz et al., 2016; Renninger & Hidi, 2015). Hidi and Anderson (1992) divided interest into situational and individual categories. Situational interest is impermanent and is frequently initiated by the fascinating, original, and exciting features of something. On the other hand, individual interest is a relatively strong tendency to attend to specific objects, thoughts, events, or actions.

Surya (2007) reported several steps to increase interest in learning, including arousing a sense of need for the importance of learning in children. Strategies for increasing the need for learning can be done through building dialogue and personal approaches, and developing conducive communication with children. In this context, parents or teachers should not interfere or dictate to the children, but they should support and involve in creating children to be better students.

Learning interest has a positive and significant effect on learning outcomes (Nurhasanah & Sobandi, 2016). That means the stronger the student's interest in learning, the better their learning outcomes will be. Interest is also related to a person's personality; it is the mental tendency toward something which consists of feelings of pleasure, attention, sincerity, the existence of motives, and goals in achieving a goal.

Interest is a dynamic force that is considered effective in the learning process. Consequently, teaching should provide more significant opportunities to improve students' interests. Interests are closely related to feelings of like and dislike, being attracted or not (Sirait, 2016). Interest in learning is a feeling of pleasure, liking, and attention to gain knowledge. Students gain knowledge while participating in learning activities; therefore, effort should be made so that all students can get good grades, and this can be achieved by increasing their interest in learning.

Learning outcomes

Learning outcomes result from one's learning process and are related to changes in the individual who learns, such as knowledge, understanding, attitudes, behavior, skills, and abilities (Sailer et al., 2021). In addition, learning is a relatively permanent alteration in behavior due to experience (Matlin et al., 2018). Five types of learning outcomes are declarative knowledge, cognitive strategies, intellectual skills, psychomotor skills, and attitudes (Gagne, 1983).

Student learning outcomes are affected by internal and external factors (Lena et al., 2019; Nurhasanah & Sobandi, 2016). Internal factors are within the learners, such as disabilities, health problems, psychological factors, and fatigue. Furthermore, Hadiyanto (2016) mentioned that environmental factors influenced student learning outcomes by 30%, while the influence of students' ability was 70%. According to Bradley and Lucia (2020), the quality of teaching, such as classroom characteristics or climate, significantly influence student learning outcomes.

Learning outcomes result from a learning activity where students can do something related to the lesson (Jenkins & Unwin, 2001; Lena et al., 2019). They are what teachers want learners to know and to be able to do (Brooks et al., 2004; ECTS Users' Guide, 2005; Ellis, 2004). Changes in students' attitudes, behaviors, and skills are the essence of learning outcomes.

Research Questions

The research questions of this study were as follows:

- 1) *Is there any effect of motivation on learning (X1) in relation to learning outcomes (Y)?*
- 2) *Is there any effect of interest on learning (X2) in relation to learning outcomes (Y)?*
- 3) *Is there any effect of motivation (X1) and interest (X2) on learning in relation to learning outcomes (Y)?*

Methods

This quantitative study employed a correlation study to determine the relationship between motivation and learning outcomes, interest in learning and learning outcomes, and motivation and interest in learning and learning outcomes. By employing this research design, authors could calculate variables and statistical

correlation between them without having to control irrelevant variables. In addition, the correlation study allowed the authors to describe the strength and direction of the relationship between two variables.

Sampling

The population of this study was chosen from 176 university students in the Primary Education Department, Universitas Negeri Padang, Indonesia, who were enrolled in an intermediate-level English course (General English) during the academic year 2018-2019. The sample used in this study was chosen from this group through a cluster random sampling technique because all the classes had similar characteristics. Each class consisted of students with diverse levels of intelligence, as well as different social-cultural backgrounds. Therefore, the sample of this study was made up of 125 university students who voluntarily participated in this study, and were in the first semester of studies and enrolled in English courses during the academic year of 2018-2019. This number was representative of all of the population since it was about 71% of the population. The students in the final sample were in four different classes, A (30 students), B (35 students), C (28 students), and D (32 students), as seen in Table 1.

| Group | Gender | | Total |
|-------|--------|------|-------|
| | Female | Male | |
| A | 27 | 3 | 30 |
| B | 33 | 2 | 35 |
| C | 24 | 4 | 28 |
| D | 25 | 7 | 32 |
| Total | 109 | 16 | 125 |

Table 1: Data description of sample of the research

Data Collection

Data for this research were gathered through questionnaires and tests. The researcher constructed and developed questionnaires based on the literature (Dörnyei et al., 2010) and designed tests based on the material given to the students during the course. Validity of the instruments was checked prior to their use in this study. The questionnaires were given to the students, and they were asked to complete them voluntarily and give them back to the researcher, the test was given to the students in the classrooms, and they were requested to answer the 30 multiple choice questions in 30 minutes (See Appendix).

Data Analysis

Data were analyzed by using t-test, ANOVA, and R-Square.

Hypotheses of this research were:

H1 = There is an effect of motivation on learning (X1) in relation to learning outcomes (Y)

H2 = There is an effect of interest on learning (X2) in relation to learning outcomes (Y)

H3 = There is an effect of motivation (X1) and interest (X2) on learning in relation to learning outcomes (Y)

The level of significance is 95%, $\alpha = 0.05$, meaning the level of accuracy of the result of this research was 95% and 0.05 of defiance.

Results

Data description

After the data were obtained, hypothesis testing was conducted to determine whether motivation affects learning outcomes, whether interest affects learning outcomes, and whether motivation and interest influence learning outcomes. Tables 2, 3, and 4 below present the data description of motivation in learning (X1), interest in learning (X2), and learning outcomes (Y), respectively.

| Group | X-Max | X-Min | Tendency Size Central | | | Size Variance Group | |
|-------|-------|-------|-----------------------|-----|------|---------------------|---------|
| | | | \bar{x} | Mo | Me | R | SD |
| A | 101 | 77 | 90.3 | 101 | 90 | 24 | 6.91400 |
| B | 106 | 77 | 89.4571 | 84 | 89 | 29 | 6.91266 |
| C | 107 | 78 | 91.6071 | 82 | 91.5 | 29 | 8.47366 |
| D | 103 | 79 | 94.3438 | 96 | 95 | 24 | 5.49257 |

Table 2: Data description of Learning Motivation (X1)

Table 2 above presents information related to learning motivation. The highest X-maximum score among the four groups was in group C (107), while groups A and B got the same X-minimum, 77. Group D had the highest \bar{x} , about 94.3438, while R-values for groups A and D, B, and C were 24 and 29, respectively. Group C had the highest SD and Me among other groups, 8.47366 and 95, respectively.

| Group | X-Max | X-Min | Tendency Size Central | | | Size Variance Group | |
|-------|-------|-------|-----------------------|----|------|---------------------|---------|
| | | | \bar{x} | Mo | Me | R | SD |
| A | 108 | 82 | 93.8333 | 86 | 94.5 | 26 | 6.36847 |
| B | 106 | 79 | 93.1429 | 96 | 92 | 27 | 6.98377 |
| C | 112 | 78 | 92.25 | 88 | 89.5 | 34 | 8.59209 |
| D | 108 | 80 | 93.9688 | 93 | 93.5 | 28 | 5.97027 |

Table 3: Data description of Learning Interest (X2)

Table 3 presents information on students' learning interests. X-Max and X-Min of groups A, B, C, and D were slightly different; it was 108, 106, 112, and 108 and 82, 79, 78, and 80, respectively, while Mo of groups A, B, C, and D was 86, 97, 88, and 93, respectively. In addition, group A had the lowest R-value; it was 26, and the highest R-value and SD were group C (34 and 8.59209).

| Group | X-Max | X-Min | Tendency Size Central | | | Size Variance Group | |
|-------|-------|-------|-----------------------|----|------|---------------------|---------|
| | | | \bar{x} | Mo | Me | R | SD |
| A | 88 | 85 | 86.8333 | 87 | 87 | 3 | 0.98553 |
| B | 89 | 84 | 86.1429 | 85 | 86 | 5 | 1.16677 |
| C | 90 | 85 | 86.6429 | 86 | 86.5 | 5 | 1.16155 |
| D | 87 | 84 | 86 | 86 | 86 | 3 | 0.84242 |

Table 4: Data description of Learning Outcomes (Y)

Table 4 describes the information on students' learning outcomes. X-Max and X-Min of groups A, B, C, and D were slightly different; 88, 89, -90, and 87 and 85, 84, 85, and 84, respectively. While \bar{x} of groups was slightly the same, about 86. The highest Mo score was group A; the lowest was group B, while groups C and D had the same Mo value. Furthermore, groups B, C, and D had almost the same Me value (about 65), and the Me of group A was 87. Group A and D had the same R-value (3) as groups B and C (5). SD value of each group was almost the same.

Hypotheses testing

Hypothesis testing 1 (H1)

| Independent Variable | Unstandardized Coefficients | | Standardized Coefficients Beta | t _{count} | t _{table} | Sig. | Decision |
|-----------------------------|-----------------------------|------------|--------------------------------|--------------------|--------------------|-------|----------------|
| | B | Std. Error | | | | | |
| (Constant) | 86.67 | 1.453 | | 59.642 | | 0 | |
| Motivation in Learning (X1) | 0.024 | 0.017 | 0.155 | 1.435 | 1.9796 | 0.154 | H1 is rejected |

a. Dependent Variable: Learning Outcomes (Y)

Table 5: Hypothesis test of Learning Motivation (X1) on Learning Outcomes (Y)

Table 5 above presents the level of significance of the influence of motivational learning outcomes; it was $0.154 > 0.05$. Furthermore, the t_{count} is 1.435 and the t_{table} is 1.9796. It means $t_{count} < t_{table}$. Therefore, H1 is rejected, meaning there is no influence on learning motivation on learning outcomes.

Hypothesis testing 2 (H2)

| Independent Variable | Unstandardized Coefficients | | Standardized Coefficients Beta | t _{count} | t _{table} | Sig. | Decision |
|------------------------|-----------------------------|------------|--------------------------------|--------------------|--------------------|-------|----------------|
| | B | Std. Error | | | | | |
| (Constant) | 86.67 | 1.453 | | 59.642 | | 0 | |
| Learning Interest (X2) | -0.026 | 0.017 | -0.167 | -1.547 | 1.9796 | 0.124 | H2 is Rejected |

a. Dependent Variable: Learning Outcomes (Y)

Table 6: Hypothesis test of Learning Interest (X2) on Learning Outcomes (Y)

Table 6 describes the significant impact of students' learning interests on their learning outcomes. It is $0.124 > 0.05$, and the t_{count} is -1.547 while the t_{table} is 1.9796 . It means $t_{\text{count}} < t_{\text{table}}$. Thus, H2 is rejected, meaning there is no effect of students' learning interests on their learning outcomes.

Hypothesis testing 3 (H3)

| | Sum of Squares | df | Mean Square | F _{count} | F _{table} | Sig. | Decision |
|------------|----------------|-----|-------------|--------------------|--------------------|--------------------|----------------|
| Regression | 3.383 | 2 | 1.691 | 1.431 | 3.07 | 0.243 ^a | H3 is rejected |
| Residual | 144.185 | 122 | 1.182 | | | | |
| Total | 147.568 | 124 | | | | | |

a. Predictors: (Constant). Learning Motivation (X1). Learning Interest (X2)

b. Dependent Variable: Learning Outcomes (Y)

Table 7: Hypothesis test of Learning Motivation and Interest (X2) on Learning Outcomes (Y)

Table 7 presents a significant level of the effect of students' motivation in learning and interest in learning simultaneously on students' learning outcomes. It is $0.243 > 0.05$ and F_{count} is 1.431 and F_{table} is 3.07 . It means $F_{\text{count}} < F_{\text{table}}$. Therefore, it can be concluded that H3 is rejected, meaning there is no effect of students' motivation and interest in learning simultaneously on their learning outcomes.

Coefficient Determination (R-Square) Testing

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .151 ^a | 0.023 | 0.007 | 1.087 | 1.686 |

a. Predictors: (Constant). Learning Motivation (X1). Learning Interest (X2)

b. Dependent Variable: Learning Outcomes (Y)

Table 8: R-Square Test of Learning Motivation (X1) and Interest (X2) on Learning Outcomes (Y)

Table 8 represents the R-Square test of learning motivation (X1) and learning interest (X2) on learning outcomes (Y). It is 0.023 . It means that the contribution of variables X1 and X2 simultaneously to variable Y is 2.3% , and other variables influence the other 9.97% .

Discussion

Based on the result of the hypothesis testing, this research showed that motivation did not affect the students' English learning outcomes because the level of significance of the influence of motivational learning outcomes was $0.154 > 0.05$. Furthermore, $t_{\text{count}} < t_{\text{table}}$ ($1.435 < 1.9796$), and this result supports a previous study conducted by Rose et al. (2019), which showed no correlation between motivation and higher results. This result contradicted the results of previous studies conducted by Zhang et al. (2020), Ahmetović et al. (2020), Naz et al. (2020), Safotso and Tompte (2018), Altiner (2018), Sultan et al. (2012), and Liu and Huang (2011), which found that motivation influenced student learning achievement or learning outcomes significantly in language learning contexts.

Further, this research also revealed that students' interest in learning did not influence students learning outcomes, although previous research discovered that students' interest influences their English learning results (Kálmán & Eugenio, 2015; Nurhasanah & Sobandi, 2016). Results showed that the impact of students' learning interest on their learning outcomes was 0.124 , which is more significant than 0.05 , and $t_{\text{count}} < t_{\text{table}}$ ($1.547 < 1.9796$). Therefore, H2 is rejected, meaning no effect of students' learning interest on learning outcomes was found.

In summary, this research showed that neither motivation nor interest in learning influenced students' learning. It also showed that motivation and interest in learning did not influence students' learning outcomes concurrently. Moreover, the influence of motivation and interest on students learning outcomes was 2.3% , while 9.97% of students' learning outcomes were influenced by other factors such as the lecturers' teaching methods, the lecturer's media, and the lecturer's competency.

Conclusion

Much literature has shown that motivation and interest influence students' learning outcomes. Therefore, this study aimed to discover the effect of motivation and interest on students' English learning outcomes at the university level. The results of data analysis of 125 university students collected through questionnaires and tests revealed that motivation did not affect students' learning outcomes, nor did the interest. Also,

students' learning outcomes were not influenced by students' motivation and interest concurrently. In other words, no connection was found between motivation and interest and students' learning outcomes. This study enriches the research and knowledge of motivation and interest in English learning outcomes. Only 2.3% of students learning outcomes were influenced by students' motivation and interest, and 9.97% by other factors such as the lecturers' teaching methods, media, and competency. This research, therefore, indicates that motivation and interest may not be the factors that cause students to be a success in learning English.

This study has some limitations, such as the number of samples was limited to 125 students, and the number of samples was not equal to both male and female students, so the result cannot be distinguished by gender. For further research, it is suggested to address the number of samples to get better results.

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Appendix

Learning Motivation and Interest Questions

As we know that motivation and interest are important in learning English, however student's motivation and interest in learning English are an issue in Indonesia especially at university level. To look insight to this problem, I am interested to conduct a survey to seek student's motivation and interest in learning English in University. The aim of this survey is to seek student's motivation and interest in learning English.

Your participation in filling this questionnaire is voluntarily and your information will be kept confidential.

The information from this survey will be used for publications such as journal articles and conference papers in the future.

Thank you for your participation, we do appreciate it.

Instruction:

1. In this questionnaire there are 30 statements. Carefully consider each statement in relation to the learning materials you have learned and give the answer that really matches your choice.
2. Consider each statement separately and determine its truth. Your answer should not be influenced by answers to other statements.
3. Record your responses on the answer sheet provided and follow any other instructions that may be given regarding the answer sheet.

Description of answer choices:

- 1 = Disagree (D)
- 2 = Less Agree (LA) 3 = Agree (A)
- 4 = Strongly Agree (SA)

Name _____ **Class** _____

Date _____

A. Learning Motivation questions

| No | Indicator | Statement | | | |
|----|--|-----------|---|----|---|
| | | SA | A | LA | D |
| 1 | I am always enthusiastic about learning English material at home even though I haven't studied it at campus | | | | |
| 2 | When working on assignments, I always refer to the deadline | | | | |
| 3 | I am always serious in learning English | | | | |
| 4 | Even though the assignments and exercises given by the lecturer are difficult, I want to complete them | | | | |
| 5 | When I have difficulty in solving an English problem, I'm lazy to solve it | | | | |
| 6 | I take advantage of the suggestions and available facilities in each English learning material | | | | |
| 7 | I like to do English exercises at home, even though the lecturer doesn't ask me to do it | | | | |
| 8 | I am not happy when I am told to do the exercises given by the lecturer | | | | |
| 9 | When I experience failure in learning or speaking English, I try to find the cause of the failure | | | | |
| 10 | I'm happy if there are stories/pictures/examples that show how the benefits of learning materials for others | | | | |
| 11 | I'm trying to be late or not on time | | | | |
| 12 | I always take notes of material of English subject written on the blackboard | | | | |
| 13 | If there is no additional learning English at campus, I follow it outside of campus | | | | |
| 14 | I have never tried to be able to understand the English material delivered by the lecturer | | | | |
| 15 | I feel unhappy and sleepy every time I follow the English learning method | | | | |
| 16 | I'm lazy to take English lessons even though the lecturers who teach pay enough attention to us | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 17 | I don't like it when my friends make fun of or make a noise in the teaching and learning process | | | | |
| 18 | I am happy if I am given the opportunity to ask and answer questions during the English learning process | | | | |
| 19 | The task given by my lecturer is done seriously | | | | |
| 20 | I pretended to listen to the lecturer's explanation in front of the class to get the lecturer's attention | | | | |
| 21 | I always read books related to English lessons | | | | |
| 22 | I hope I can master the English material well like the best students in class | | | | |
| 23 | I take note all the material so that the lecturer is sympathetic to me | | | | |
| 24 | I still study hard even though there is English material that is not delivered by the right method | | | | |
| 25 | If the English lecturer comes late, I wait for the lecturer by reading the material to be studied | | | | |
| 26 | I have no desire to be the best students in campus | | | | |
| 27 | I am happy to find recommended sources to read to increase my knowledge of English material | | | | |
| 28 | I always repeat English lessons at home | | | | |
| 29 | I am ok when I see a friend who is proficient in English conversation taught by a lecturer | | | | |
| 30 | If I master English learning, it will make me famous in the campus | | | | |

B. Learning interest questions

| No | Indicator | Statement | | | |
|----|--|-----------|---|----|---|
| | | SA | A | LA | D |
| 1 | Lecturer really knows how to make us enthusiastic about the learning material | | | | |
| 2 | I am sure that I will succeed in this English learning | | | | |
| 3 | The things I have learned in this study will be useful for my future | | | | |
| 4 | I get a lot of activities and experiences in English learning | | | | |
| 5 | English learning materials related to the environment | | | | |
| 6 | This learning is less challenging, so it is not interesting for me | | | | |
| 7 | The lecturer makes the learning material important | | | | |
| 8 | I had to work very hard to succeed in this lesson | | | | |
| 9 | I don't see how the content of this lesson relates to something I already know | | | | |
| 10 | The lecturer makes the atmosphere edgy when building an understanding | | | | |
| 11 | Will I be successful/unsuccessful in the lesson, it depends on me | | | | |
| 12 | I feel that this lesson gives me a lot of satisfaction | | | | |
| 13 | This learning material is too difficult for me. | | | | |
| 14 | In this lesson, I try to define the perfect standard of success | | | | |
| 15 | I think that the grades and other rewards I receive are fair when compared to those received by other students | | | | |
| 16 | Students in this lesson seem curious about the subject matter | | | | |
| 17 | It's hard to predict the grade of the lecturer for the assignment given to me | | | | |
| 18 | I enjoy doing my task in this lesson | | | | |
| 19 | I am satisfied with the evaluation carried out by the lecturer compared with my own judgment | | | | |
| 20 | The content of this lesson is in accordance with the expectations and objective of the study | | | | |
| 21 | My curiosity is often encouraged by the questions and problem raised by the lecturer | | | | |
| 22 | When I took this course, I believed that I could succeed if I worked hard | | | | |
| 23 | I think that the level of challenge in this lesson is OK, not too easy, and not too difficult | | | | |
| 24 | I feel that I have enough reward for my work in this lesson, both in the form of comment, or suggestion | | | | |
| 25 | The number of tasks I must do is adequate for this kind of lesson | | | | |
| 26 | I do not think that I will gain much from this lesson | | | | |
| 27 | Lecturer does unusual and amazing things that are interesting | | | | |
| 28 | Lecturer uses a variety of interesting teaching techniques | | | | |
| 29 | I am satisfied with what I get from this lesson. | | | | |
| 30 | The learning method used encourages students to learn English better | | | | |

English Test

Name:.....

Class:.....

Date:.....

Time: 30 minutes

Chose the correct answer for each question!

1. Mother always... our breakfast before we go to school.
 - A. makes
 - B. making
 - C. made
 - D. had made
2. I at the aircraft factory.
 - A. does not work
 - B. have not work
 - C. do not work
 - D. has not worked
3. You action movies every night.
 - A. has watched
 - B. watched
 - C. watching
 - D. watch
4. Bani always tea in the morning.
 - A. drunk
 - B. drink
 - C. drank
 - D. drinking
5. My sister playing tennis on Sunday morning.
 - A. likes
 - B. liked
 - C. had liked
 - D. has Liked
6. The college student online classes in this semester due to corona virus.
 - A. toke
 - B. was taken
 - C. is taking
 - D. has taken
7. I English project right now.
 - A. am doing
 - B. have done
 - C. did
 - D. do
8. We in Ali's apartment this night.
 - A. stayed
 - B. was staying
 - C. Are staying
 - D. Had stayed
9. They a cooking class now.
 - A. have
 - B. had
 - C. have had
 - D. are having
10. My mom to go to Bali next week.
 - A. is planning
 - B. planed
 - C. has planed
 - D. had planed
11. Anna when she looks at me.
 - A. shocked
 - B. was shocked
 - C. Will be shocked
 - D. Has shocked
12. He me a chance.
 - A. do not give
 - B. has not given
 - C. did not give
 - D. will not give

13. I.....back when you call me.
 A. will come
 B. had come
 C. have been coming
 D. came
14. Her uncle..... me money as his promise.
 A. has give
 B. gave
 C. will give
 D. is giving
15. I..... there in 2 minutes.
 A. will be
 B. am
 C. to be
 D. would be
16. My father..... sad news from his family since one hour.
 A. hears
 B. is hearing
 C. has heard
 D. had hear
17. The police..... a criminal in the past 2 weeks.
 A. catches
 B. has caught
 C. catching
 D. caught
18. Heall my necessities of life for the past year.
 A. has bought
 B. buys
 C. is buying
 D. bought
19. I..... all your mistakes since yesterday.
 A. was forgiving
 B. forgive
 C. forgave
 D. have forgiven
20. I.....for you at your house a week ago.
 A. was waiting
 B. had waited
 C. have waited
 D. wait
21. She..... her university studies at the age of twenty.
 A. finishing
 B. finished
 C. finishes
 D. have finished
22. Our big familyus in the Eid festival last year.
 A. visit
 B. had visited
 C. was visiting
 D. visited
23. I often..... him letter last month.
 A. sent
 B. was sending
 C. send
 D. had sent
24. My parentsme to the Mecca last year.
 A. take
 B. was taking
 C. toke
 D. had taken
25. Rani..... home very late last night.
 A. come
 B. came
 C. have come
 D. had come
26. The children..... gadget before they were in kindergarten.
 A. was playing
 B. had played
 C. played
 D. has played
27. If the farmers..... that their rice fields were failed, they might have planted the

corn.

- A. had suspected
- B. suspected
- C. suspect
- D. was suspecting

28. Last day her friend accidentally..... her laptop before the presentation started.

- A. dropped
- B. drops
- C. had dropped
- D. was dropping

29. The owner of boarding house the discount before tenants demanded reduction.

- A. announced
- B. had announced
- C. announces
- D. has announced

30. The corruptors..... before the construction project started last year.

- A. has corrupted
- B. corrupted
- C. had corrupted
- D. corrupting