



---

**THE EFFECT OF STUDENTS' MOTIVATION IN THE ESP CLASSROOM THROUGH  
LEARNING ENGLISH ACHIEVEMENT ON STUDENTS' COMPUTER SCIENCE**

by

**Ida Maulida<sup>1</sup>, Mimin Aminah<sup>2</sup>, Virgiananda Sucinur Hermawan<sup>3</sup>**  
<sup>1,2,3</sup>English Education Study Program, Universitas Subang, Subang  
E-mail: [1idamaulida@unsub.ac.id](mailto:1idamaulida@unsub.ac.id), [2miminaminah@unsub.ac.id](mailto:2miminaminah@unsub.ac.id),  
[3anandavirgia5@gmail.com](mailto:3anandavirgia5@gmail.com)

**Abstract**

This research presents the results of the experiment method with the design by using one group pre-post-test design. The purpose of this study is to determine that students comprehend and interpretative the material in learning English for Specific Purposes (ESP). The results and discussion in the form of descriptive consists of 53 students in computer science learning English. Meanwhile, data collection techniques were carried out by observation and questionnaire. All students responded positively to the program. It is to stimulate their opinions, ideas, issues, and abilities or skills all the while encouraging them in learning a variety of English-related topics. The research to know (1) the effect of student motivation on students' computer science in learning English achievement (2) the computer students' English material needs related to the "English for Computer Science" or students' analysis needs on students' computer science. In other words, the English learning material in Students' Computer Science improves students' motivation in EFL learning and is regarded to be efficient and can enhance overall student learning outcomes.

**Keywords: ESP, Students, Motivation, English Learning Achievement.**

**INTRODUCTION**

English for Specific Purposes (ESP) is one of the branches of approach the method. Learning English has a lot of needs, such as learning via audio, and video. A teaching-learning process on the ESP syllabus must be completely expressed in terms of both the quantity and quality of the material, ESP instruction cannot be done in a very limited period of time. According to Hutchinson and Walters (1990) call it an approach, applicable to various kinds of teachings based on the learners' need various needs of different language teaching based on the needs of the students. ESP is a method of language instruction where the focus is placed on the needs of the learner. The goal of ESP is to make English language classes more relevant to student needs. For this, ESP is a specialized form of education. English for Computer Science is a specialized field of study

with the goal of preparing students to succeed in or to have the necessary skills in the field of computer science.

Swales (1985) in fact uses the development of EST to illustrate the development of ESP in general: With one or two expectations. English for Science and Technology has always set and continues to set the trend in theoretical discussion, in ways of analyzing language, and in the variety of actual teaching materials.

In accordance with the rapid development of technology, an understanding of English is needed to understand the meaning along with technological developments. Students are of course required to understand material and technological developments so that technology and English must be balanced in their implementation. Student motivation is also very important in building student development



in learning English. This is because students have high motivation, then enthusiasm for developing their English.

This is in accordance with the theory Student's motivation, as defined by Gardner (1982), is composed of three elements; effort (the time spent studying and the drive of the learner), desire (the yearning to become proficient in the language) and affect (the emotional reactions of the learning towards studying).

Therefore, students will focus on the material being studied in a particular field, for example, computer students will learn English with certain skills according to the field the student is occupied with. Not only that, ESP is very necessary for students in certain fields. because the material and terms used in the fields of law, Engineering, or Administration are also different. Such materials are known as ESP (English for Specific Purpose).

### **THEORETICAL FRAMEWORK**

English for Specific Purposes (ESP) is According to Hutchinson and Walters (1990) call it an approach, applicable to various kinds of teachings based on the learners' need various needs different language teaching based on the needs of the students. Dudley-Evans & John (1998) ESP can be divided into absolute characteristics and variable characteristics. The absolute characteristics are related to the needs of the learners and the appropriate teaching methodology design for students to meet their specific needs and create appropriate learning activities related to the field of study. The variable characteristics emphasize the appropriate design of learning material and addressed specific teaching circumstances. While according to (Carrio- Pastor & Mestre, 2014; Gardner, 2010; Rahardjo & Pertiwi, 2020; Rozmatovna, 2020; Smith, Briggs, Pothier, 2018; Yu, 2019; Zanghar, 2012) basic types of motivation are: 1) Integrative Motivation is characterized by the learner's positive attitudes toward the target language

group and the desire to integrate into the target language community. 2) Instrumental Motivation is instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learning.

Maulida, I., & Aminah, M. (2020). Learning English is a special necessity for pupils because it has become essential in international society. Of course, in order to do this, pupils must have the desire or encouragement from both inside and outside themselves. Then after obtaining this encouragement, students feel more motivated to improve their English-learning ability. This indicates that both teachers and students must be adept at the learning process in order for learning outcomes to be accomplished.

Based on Aminah, M & Anjar Nugraha, M. (2021) Many factors determine the success of education including potential, interest, intrinsic, and extrinsic motivation, learning independence, teacher ability, curriculum, and so on. Among these factors, student factors are influential because they are an object of education as well as an indicator of educational success. Student motivation to succeed in a subject become an important determinant of educational success, especially in the school environment.

Thus, before learning begins, pupils must have the desire to learn English, regardless of whether they will successfully achieve their goal. Motivation is an important factor in the desire of students to grow the knowledge they already have and the knowledge they want to acquire during the teaching and learning process. Students who are highly motivated will take an active interest in the learning and teaching process. He will be pleased to continue the lesson no matter how challenging the topic is if a strong desire develops inside him as a result.

The components of Dörnyei's (2001a: 29) framework of motivational teaching practice in the L2 classroom.

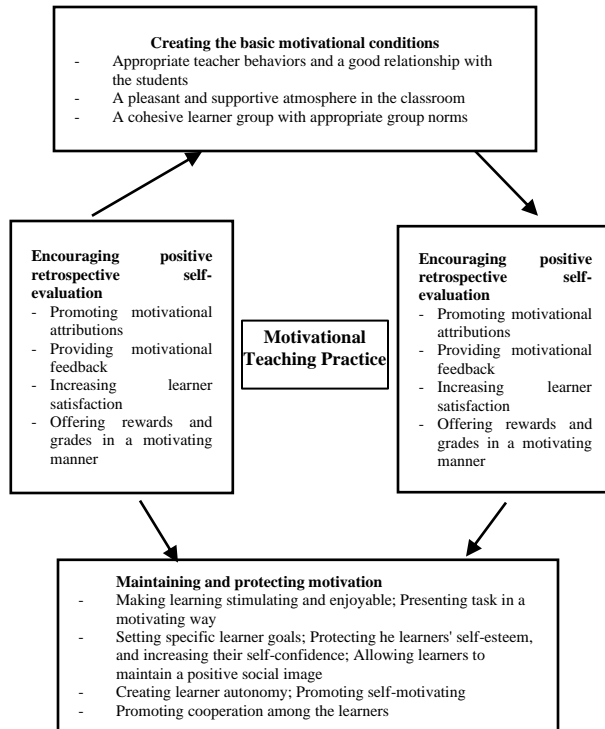


Figure 1. The components of motivational teaching practice in the L2 classroom

## RESEARCH METHODS

Research methods in this research use the experiment method with the design by using one group pre-post-test design. The sample in the research consists of 53 students in computer science learning English. Method of collecting data. Data were collected in two events, namely as follows.

- 1) Test: in the test. The researcher used the score of pre and post-test of the students. To determine how much students understand before and after treatment, a 10-question test is administered.
- 2) Non-Tests: the non-test, is divided into two: classroom observation and questionnaire.

## RESULT AND DISCUSSION

### Validity and Reliability Test

In testing the hypothesis and reliability, researchers only examined the 40 students who were sampled. The total items of the

questionnaire are 10 items. The appearance can be seen in the table below:

**Table 1. Reliability Statistics**

Reliability Statistics	
Cronbach's Alpha	N of Items
.687	10

**Table 2. item-Total Statistics**

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	34.00	11.077	.456	.658
Item_2	35.40	10.913	.401	.660
Item_3	35.80	11.651	.094	.705
Item_4	35.80	8.779	.865	.568
Item_5	35.80	8.779	.865	.568
Item_6	34.60	8.862	.444	.646
Item_7	34.40	10.913	.401	.660
Item_8	34.60	9.272	.569	.617
Item_9	34.40	12.144	-.058	.745
Item_10	34.40	12.144	-.058	.745

Based on the table above show that the value of Alpha Cronbach's is 0.687 more than 0,60 it is that the instrument of the research is reliable. It is show that the data is valid.

### Hypothesis Test

The hypothesis is then put to the test after the data's normality and homogeneity have been verified. To come to conclusions on the research problem, the test was run. A Paired Sample t-test was used to compare the data from the final test results for the experimental and control groups, while an Independent Sample t-test was used to compare the data from the first test results and the initial test results to evaluate the effect of the treatment in each group. Students' computer science performance will be compared before and after treatment to see if there are any variations. The hypothesis is then put to the test after the data's normality and homogeneity have been verified. To come to conclusions on the research problem, the test was run. In order to find out

whether there are differences before and after being treated (treatment) students' computer science.

**1. Paired sample t-test**

**Table 3. Paired Sample Statistics**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	64.45	53	13.317	1.829
	Post	75.87	53	6.013	.826

Based on the data above that the mean of pre-test is 64.45, post-test is 75.87. the number of respondents in the research is 53 students. The value of Std. Deviation pre-test is 13.317 and the post-test is 6.013. while Std Error means of the pre-test is 1.829 and the post-test is 0.826.

**Table 4. Paired Sample Correlations**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre & Post	53	.522	.000

The table above shows the results of the paired Sample Correlation between the two variables that produce a Sig value. 0.000 (Sig < 0.05). This shows that between the two variables there is a relationship. To see the strength of this relationship, the correlation value is 0.522. This shows that the correlation between the scores before and after treatment is very close (strong) and is actually significantly related.

**Table 5. Paired Sample Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre - Post	-11.415	11.399	1.566	-14.557	-8.273	-7.290	52	.000

Based on the table above that the mean pre-post test is -11.415. Std. the deviation is 11.399. std error mean is 1.566. lower is -14.557 while the upper is -8.273. t is -7.290, df is 52. Sig. (2 Tailed) is 0.000<0.005, then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Therefore, the assumption is that there is a significance between before and after being given treatment in an ESP classroom to improving English achievement. It is mean that there is an average difference between pre-post learning outcomes.

**RESULT AND CONCLUSION**

**Result**

The result has a positive attitude on the effect of students' motivation in the ESP classroom through learning English achievement on students' computer science. It is shown that students have enthusiasm for their studies, especially in their skills.

For the questionnaire, the researcher designed 10 closed items that were divided into two categories: students' learning attitude intrinsic motivation was measured using five items, and students' learning attitude extrinsic motivation was measured using five items.

The closed questions use a five-point Likert scale as their basis. 5 means "strongly agree," 4 "agree," 3 "unsure," 2 "disagree," and 1 "strongly disagree."

**Table 6. Result of the Questionnaire**

Category	Interval	F
Very High	47-50	16
High	46-47	19
Medium	42-22	11
Low	39-41	5
Very low	35-38	2

Based on table 6. Showed that students fill the questionnaire as very high 16, it is shown 30% of the total respondents. Total high 19, it is shown that 36% of the total respondents. The total medium 11, it is shown that 21% of the total respondents. The total low 5, it is shown that 9% of the



total respondents. The total is very low 2, it is show that 4% of the total respondents.

### Conclusion

Based on the research above the researcher concluded that an effect on students' motivation in the ESP classroom through learning English achievement on students' computer science. It is shown that the result of the pre-test is 64.45 the post-test test average is 78.87. It is known that the Sig. (2-tailed) is  $0.000 < 0.05$  which means that  $H_0$  is rejected and  $H_a$  is accepted. As for the results of their motivation, students indicated that they were motivated by learning ESP. Another element that influences students' enthusiasm for learning English is the integration of modern technology into ESP development materials.

### REFERENCES

- [1] Hutchinson, T., & Waters, A. (1987). *English for specific purposes: a learning-centered approach*. Cambridge: Cambridge University Press.
- [2] Swales, J. 1985. *Episodes in ESP*. Oxford: Pergamon Press.
- [3] Gardner, R.C. (1982). Language attitudes and language learning. In E. Bouchard Ryan & H. Giles (Eds.), *Attitudes towards language variation* (pp. 132-147). London: Edward Arnold
- [4] Dudley Evans and St John, M.J., (1998). *Developments in English for specific purposes. A multi-disciplinary approach*. Cambridge University Press, Cambridge.
- [5] Sansone, Carol., Harackiewicz, Judith M. (2000). *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. New Jersey: Photodisc, Inc No. 1 June 2021  
Journal of English Language and Education.  
<https://jele.or.id/index.php/jele/index>
- [6] Carrio-Pastor, M. L., & Mestre, E. M. (2014). Motivation in second language acquisition. *Procedia - Social and Sciences*, 116,240-244.  
<https://doi.org/10.1016/j.sbspro.2014.01.201>.
- [7] Maulida, I., & Aminah, M. (2020). Pengaruh Motivasi Belajar pada Model Pembelajaran Discovery Learning terhadap Prestasi Belajar Bahasa Inggris dalam Kurikulum 2013. *BIORMATIKA*, 6(1), 59–63. <https://doi.org/10.35569>
- [8] Aminah, M., & Anjar Nugraha , M. . (2021). THE EFFECT OF INTRINSIC MOTIVATION ON ENGLISH LANGUAGE LEARNING AMONG SECONDARY SCHOOL STUDENTS. *Biomatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 7(1), 69–77.  
<https://doi.org/10.35569/biormatika.v7i1.930>
- [9] Dörnyei, Zoltán and Ushioda, Ema. (2011). *Teaching and Researching Motivation Second Edition*. Britain: Pearson Education Limited



THIS PAGE IS INTENTIONALLY LEFT  
BLANK