

## Academic motivation and learner empowerment of Indonesian EFL students

Happy Cruzia Rini<sup>1\*</sup>, Anita Triastuti<sup>2</sup>

Universitas Negeri Yogyakarta, Indonesia<sup>1,2</sup>

<sup>1</sup>Email: happycruzia.2020@student.uny.ac.id

**Abstract** - Learning is a process in which students experience change. During the learning process, teachers need to empower students to lead them to be independent in learning. Therefore, the present study focused on learner empowerment and academic motivation from the students' perspectives and the probable relationship. The participants were high school students who took English as a compulsory subject and were selected randomly. The researchers conducted mix method in this study. Two kinds of instruments were used as the quantitative data, namely the Academic Motivation Scale and the Learner Empowerment Scale. Meanwhile, open-ended questions were used as the instrument for the qualitative one. The result revealed that students' academic motivation and learner empowerment levels were at the moderate level. Moreover, the findings implied a statistically significant relationship between academic motivation and learner empowerment. Thus, higher motivation and empowerment in learning English are associated with each other. This expected study could explain the relationship between two crucial things in the classroom: motivation and empowerment.

**Keywords:** academic motivation; learner empowerment; independent learning; open-ended question; student motivation

### 1. Introduction

Over the decades, the principle of teacher-centred learning has been well-known in EFL classrooms. It is no surprise that this phenomenon has long been practised in Indonesia (Lengkanawati, 2016). One of the most significant discussions in teacher-centred learning is that this approach does not encourage students to learn independently. Thus, the students cannot recognize their needs and are less likely to participate in English class (Padmadewi, 2016). As a result, teacher-centred learning has been replaced by student-centred learning. Student-centred learning does not mean teachers will not give any contribution. Teacher and students have their roles. Students are no longer passive absorbers of information (Larasati, 2018).

On the other hand, the teacher acts as a facilitator and does not need to be an expert in the particular content (Tärnvik, 2007). As learning results change, it brings experience to students. During the process, the teacher needs to empower students. To do this, teachers need to share their power (Kirk et al., 2015). Teachers must trust their students to give them authority in their learning process.

Empowerment has been characterized in a variety of ways in various research. In the academic context, empowerment refers to the concept and practice of assisting students in shaping their learning and study for a more sustainable future. As a result, learner empowerment gives learners more autonomy and ownership over their learning in the instructional process, resulting in an inherent motivation to learn (Schrodt et al, 2008). Empowered students are expected to have more influence over their lives and satisfy their desires for power and belonging; this is a crucial step for achieving their social and educational objectives (Denise, 2012). Intrapersonal and interpersonal empowerment are two elements

of student empowerment, according to Sullivan (2002). Intrapersonal empowerment refers to students' capacity and willingness to seek and achieve their goals, whereas interpersonal empowerment refers to students' pursuit of goals that do not contradict their classmates or the instructor.

Student empowerment could be an effort to bring the belief that one can act effectively. In this context, the functional relationships between teachers and students must be emphasized. Kirk et al. (2016) evaluated 381 students from five urban high schools across the United States. The teacher's use of authority, the teacher's use of referent power, and the student's feeling of community contributed to the teacher-student relationship. Furthermore, the student's behavioural and academic features revealed that those who reported a high level of intrapersonal empowerment were less likely to have difficulties, miss classes, participate in extracurricular activities, and get good scores.

Additionally, learner and instructor factors in the classroom that may impact learner empowerment were examined by Houser and Frymier (2009). Two hundred ninety-seven senior students filled out the surveys at South Western University. The findings revealed that learner empowerment was enhanced by instructor clarity and easy contact with pupils. Similarly, students' motivation to study and their characteristics and learning preferences significantly impact their sense of empowerment. According to the findings, teacher and learner qualities are essential in increasing learner empowerment.

When learners are empowered, they become more effective in their learning. Student empowerment often refers to increased student participation in learning (Dimick, 2012). Every activity in the educational process should be empowering for the students. As students are given more power, they become more motivated, work more, and strive for more remarkable results. Empowered students are found to be more motivated to do classwork so that they feel more competent and able to find the required tasks with more quality and ultimately feel the impact on the learning process they have. Expanded traditional views of motivation create the construct of learner's empowerment, defined as students' feeling of competence to perform a meaningful task and impact the situation (Fletcher, 2015). Therefore, empowered students may take a more active role, inspiring and enforcing change in motivation in the learning process.

Since motivation is the core of the learning process, it has been a focus of study among academics over the years at various academic levels. Learning is a complex and dynamic process that requires motivation to finish. Academic motivation is important because motivated students are likelier to engage in activities that help them learn and succeed in academic settings (Jones, 2009). According to Saeed and Zyngier (2012), motivation is a prerequisite for student involvement in learning. Academically motivated students are eager to learn, like learning activities, and believe that studying is essential (Ghaleb et al., 2015). According to Rowell and Hong (2013), the motivational components include beliefs, objectives, values, and intrinsic/extrinsic motivation, and recognizing those could help educators increase students' academic motivation. Self-determination theory is one of the theoretical grounds for these components (Deci & Ryan, 2008).

Self-determination theory is a theory of human motivation that deals with fulfilling particular psychological needs. Deci and Ryan (2000) identify these needs as autonomy, competence, and relatedness and add that "competence, autonomy and relatedness, when satisfied, yield enhanced self-motivation and mental health and, when thwarted, lead to diminished motivation and well-being" (p.68). Self-determination theory (SDT) emphasizes motivation kinds rather than quantity, emphasizing autonomous motivation, controlled motivation, and motivation as predictors of performance, relationship, and well-being outcomes (Deci & Ryan, 2008). SDT distinguishes between self-motivation and managed motivation. Students who are independently engaged to study choose to learn a certain way.

According to self-determination theory, intrinsic motivation refers to performing a behaviour for reasons such as pleasure and satisfaction; extrinsic motivation refers to acting for reasons outside of the activity; interjected regulation refers to behaviours performed due to internal pressures such as guilt and obligation; and a motivation refers to the absence or lack of motivation (Ratelle et al., 2007; Sanjaya et al, 2023; Sanjaya et al, 2022). Even though both types of motivation have been associated with academic performance, intrinsically motivated students are more likely to deal with different kinds of obstacles (Boyd, 2002), experience academic integration (Clark et al., 2014), and have a higher self-concept than extrinsically motivated students (Cokley et al., 2001).

Because motivation is essential to learning a foreign language, understanding how and what influences motivation is vital to achieving desired results. Empowering students is undoubtedly one of

these methods. According to Li et al (2016), instructors may encourage and engage students in their EFL classes by empowering them, providing additional activities that contribute to their sense of achievement, and encouraging students' interest in instruction and class activities. Identity development is also crucial in increasing academic motivation, according to Faye and Sharpe (2008).

As empowering learners has positively impacted student development, many researchers have employed it (Naidoo & Jamieson, 2005; Nichols, 2006; Jafar, 2016; McPhee & D'Esposito, 2018). However, most of the studies were conducted in the context of western education. Some studies were conducted in Indonesia (Widihartanti, 2014; Handoko, 2014; Marwan, 2015), but they focused on a specific area of cognition. Due to the motivational base, different definitions of empowerment can be applied to the teacher-student relationship (Frymier et al., 1996). This current study tried to find any potential relationship between students' academic motivation and learner empowerment of Indonesian EFL students. Students' perception of their class can impact their studies at the next level. Therefore, those who feel fruitful and more empowered in senior high school could quickly learn English in university. Thus, this current study investigated students' perceived academic motivation and learner empowerment and the possible relation. In achieving the objective, this research addressed some questions 1) how is students' academic motivation? 2) what is the level of learner empowerment possessed by the students? 3) are academic motivation and learner empowerment statistically related to each other?

## 2. Method

This current study employed a mix-method research design. Therefore, it involved and integrated qualitative and quantitative data (Creswell, 2018; Wajdi, 2018). The participants were those who learned English as a compulsory subject and were chosen randomly. The researcher did not take participants' age and gender into consideration.

The participants were given three different data collection instruments as this study used a mix-method. Such triangulation was conducted both with qualitative and quantitative tools. In order to find students' academic motivation levels, the researcher adopted the Academic Motivation Scale developed by Bozanoğlu (2004). The scale consisted of 20 scales with three primary subscales: self-challenging, information use, and discovery. There were Likert-type items with five options (1=not at all true, 5=completely true). Except for the fourth item, all of the assertions were positive. Therefore, it was reverse coded. The lowest and highest scores on the scale were 20 and 100, respectively. The participants were also given the Learner Empowerment Measure developed by Frymier et al (1996). It is used to determine students' level of learner empowerment in their class. Thirty statements with Cronbach Alpha coefficient as 0.94 and five scales, namely always, often, sometimes, rarely, and never were presented to the students. The scale's lowest possible score was 0, and its maximum possible score was 134. Both Academic Motivation Scale and The Learner Empowerment Scale were calculated by averaging the individual item scores, and the higher average scores were meant to belong to their higher level.

Students were also asked one open-ended question at the end of each scale. One of the questions was related to motivation, and the other question focused on whether learning English was easy or difficult from their perspectives. Therefore, the questions were 1) Do you want to learn English? Why? 2) Do you consider learning English difficult or easy? Why? These open-ended questions were asked to all participants to obtain comprehensive qualitative data—the first question aimed at revealing the students' perceived motivation regarding their learning of English. The second question was about their causal attributions. Students' beliefs on the difficulty or ease of learning English could influence their self-confidence, coping skills, autonomy, and sense of empowerment.

In analysing the data, the researcher used quantitative analysis. The data were presented descriptively. The researcher involved product-moment correlation from Karl Person to determine the relationship between academic motivation and learner empowerment. The open-ended questions were analysed qualitatively to support the related data. Content analysis was performed on the qualitative data. The stages of content analysis include de-contextualization, re-contextualization, categorization, and compilation (Bengtsson, 2016).

### 3. Results and Discussion

#### 3.1 Academic Motivation

The Academic Motivation Scale aimed to identify the individual differences in the level of academic motivation. The intervals were defined by Demir and Ari (2013) as 20-46.6 (low level of academic motivation), 46.7-73.3 (mid-level of academic motivation), and 73.4-100 (high level of academic motivation) (high level of academic motivation). The student's average score in this study was 69.55, and these intervals indicated that they had moderate academic motivation. This was also supported by the mean score of the students' responses. It was shown to be 3.38, indicating that students' academic motivation was neither too low nor too high. The students were determined to have a moderate level of academic motivation.

The students in the present were at the beginning of their high school education, and it was found that the result of their motivation level was unexpected. They were attributed to high curiosity. Therefore, it will be helpful if the teacher allows them to improve their curiosity about learning, which can help them find their potential. Communicative and purposeful activities need to be conducted for exciting and meaningful activities that can engage students and be able to share their ideas with teachers and classmates (Davis & Bowles, 2018). Researchers also found that they tended to feel motivated along the learning process and enjoyed complicated topics. Thus, preparing challenging tasks at appropriate levels could also increase their curiosity and interest. Moreover, students indicated that they like to use English outside the class. It is in line with the study conducted by Ložnjak (2017), who found a positive relationship between motivation and exposure to English outside the classroom. Additionally, the mean scores of each subscale were presented separately in the tables below.

Table 1 Self Challenging

| No. | Item                                                                      | Min | Max | $\bar{X}$ |
|-----|---------------------------------------------------------------------------|-----|-----|-----------|
| 1   | I seek opportunities to use what I have learnt outside the school         | 1   | 5   | 3.73      |
| 5   | I get happy to have learned much when I look back                         | 1   | 5   | 3.21      |
| 14  | Learning new things excites me                                            | 1   | 5   | 4.33      |
| 12  | I always like studying new and different topics                           | 1   | 5   | 4.06      |
| 15  | I enjoy helping others with what I have learnt                            | 1   | 5   | 2.36      |
| 18  | There have been many times that I do not understand how time passes while | 1   | 5   | 2.61      |

The self-challenging table shows that the highest average score of students' answers belonged to item number 6, which was 4.15 or 83%. It was followed by item number 2, with a score of 3.97. It implied that students felt more confident and curious at the same time when they learned something more challenging. Meanwhile, the student's answer with the lowest average score was found in item number 9, indicating students admitted to studying complex topics. The average score for all items is 3.36, meaning their self-challenging answers are moderate.

Table 2 Information Use

|    | Item                                                                       | Min | Max | $\bar{X}$ |
|----|----------------------------------------------------------------------------|-----|-----|-----------|
| 2  | Everything I learn arouses my curiosity to learn more                      | 1   | 5   | 3.97      |
| 6  | I think I am more motivated about courses and learning than other students | 1   | 5   | 4.15      |
| 7  | I usually choose assignments that force me if I have an option             | 1   | 5   | 3.33      |
| 8  | I like topics that make me think                                           | 1   | 5   | 2.91      |
| 9  | My goals require hard work and a long time                                 | 1   | 5   | 2.52      |
| 10 | I like studying harder topics                                              | 1   | 5   | 3.33      |
| 16 | When there is a difficult topic, dealing with it makes me happy            | 1   | 5   | 3.33      |

The table clearly stated that the highest score belonged to item number 14 (4.33), followed by item 12 (4.06). This result revealed that the students in the class were interested in learning something new. Moreover, the score of item number 1 (3.73) indicated that students preferred to use what they learned outside the school. However, item number 15 was 2.36, which signed that they mostly did not use the information to help others.

Table 3 Discovery

|    | Item                                                                                                         | Min | Max | $\bar{X}$ |
|----|--------------------------------------------------------------------------------------------------------------|-----|-----|-----------|
| 3  | I pay attention to the course as soon as it starts                                                           | 1   | 5   | 3.88      |
| 4  | The things that are taught at school do not draw my interest                                                 | 1   | 5   | 3.82      |
| 11 | I sometimes get so engaged with the lesson that I get surprised about why the break-time bell rings so early | 1   | 5   | 3.73      |
| 13 | I prepare more comprehensive assignments than the teacher asked just to learn more                           | 1   | 5   | 2.93      |
| 17 | I study much to learn something even when there is no score given in return                                  | 1   | 5   | 3.30      |
| 19 | I search other books immediately if I do not find enough information in textbooks                            | 1   | 5   | 3.24      |
| 20 | I often feel like solving an enjoyable crossword during the exams                                            |     |     | 2.24      |

In the discovery table, which looks most prominently done by students, it seemed that students had been observing learning since the start of class. The average score was 3.88, and they admitted they were delighted with what they had learned, 3.82. However, there is a reasonably low tendency for students to say that the things taught in school do not interest them, with an average score of 2.24.

### 3.2 Learner Empowerment Scale

Learner Empowerment Scale aimed to determine students' empowerment level. In a learning process, learner empowerment is closely related to specific conditions (Çakır & Erdoğan, 2014), an English lesson in this study's context. Empowered learners feel more motivated to perform classroom tasks and more competent in the classroom, and they find tasks more meaningful and think they impact their learning process (Houser & Frymier, 2009). The findings of learner empowerment are presented below.

Table 4 Learner empowerment scale

| No | Item                                                                   | Always | Often | Sometimes | Rarely | Never |
|----|------------------------------------------------------------------------|--------|-------|-----------|--------|-------|
| 1  | I feel confident that I can adequately perform my duties               | 21%    | 36%   | 6%        | 36%    | 0%    |
| 2  | I have the power to make difference in how things are done in my class | 9%     | 21%   | 33%       | 30%    | 6%    |
| 3  | Class is consistent with my values                                     | 6%     | 9%    | 15%       | 64%    | 6%    |
| 4  | My participation is important to the success of the class              | 18%    | 21%   | 12%       | 48%    | 0%    |
| 5  | My instructor makes me feel inadequate                                 | 0%     | 9%    | 30%       | 27%    | 33%   |
| 6  | I actively participate in all the tasks required by my class.          | 39%    | 18%   | 15%       | 27%    | 0%    |
| 7  | I typically do more work than is required by the syllabus              | 9%     | 12%   | 24%       | 36%    | 18%   |
| 8  | I am overwhelmed by all the work my class requires                     | 18%    | 27%   | 12%       | 33%    | 9%    |
| 9  | I work hard for class because I want to, not because I have to         | 21%    | 39%   | 9%        | 30%    | 0%    |
| 10 | I have a choice in the methods I can use to perform my work            | 6%     | 24%   | 21%       | 36%    | 12%   |
| 11 | The tasks required in my class are personally meaningful               | 36%    | 30%   | 9%        | 21%    | 3%    |
| 12 | I like to talk about what I'm doing in my class with friends or family | 24%    | 15%   | 12%       | 33%    | 15%   |
| 13 | I feel intimidated by what is required of me in my class               | 0%     | 6%    | 30%       | 21%    | 42%   |
| 14 | I can make an impact on the way things are run in my class             | 3%     | 9%    | 21%       | 52%    | 15%   |
| 15 | My instructor allows flexibility in the way I performed my tasks       | 36%    | 21%   | 15%       | 27%    | 0%    |
| 16 | I look forward to going to my class                                    | 48%    | 30%   | 6%        | 15%    | 0%    |
| 17 | My instructor believes that he or she must control how I do my work    | 12%    | 12%   | 15%       | 39%    | 21%   |

|    |                                                                                     |     |     |     |     |     |
|----|-------------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 18 | Expressing my own attitudes and ideas is rewarded in my class                       | 18% | 18% | 18% | 45% | 0%  |
| 19 | I agree with the standards I must meet in my class                                  | 30% | 27% | 24% | 18% | 0%  |
| 20 | I possess the necessary skill to perform successfully in class                      | 12% | 27% | 12% | 45% | 3%  |
| 21 | My success in my class is under my control                                          | 30% | 24% | 15% | 24% | 6%  |
| 22 | My instructor thinks he or she is always right                                      | 18% | 21% | 6%  | 36% | 18% |
| 23 | I find my class to be exciting and energizing                                       | 15% | 27% | 15% | 42% | 0%  |
| 24 | I level of autonomy in accomplishing my work                                        | 21% | 36% | 21% | 18% | 3%  |
| 25 | I find my class to be interesting                                                   | 27% | 27% | 6%  | 36% | 3%  |
| 26 | I can be creative in the way I perform the tasks required in my class               | 15% | 21% | 24% | 39% | 0%  |
| 27 | The tasks required by my class are valuable to me                                   | 39% | 30% | 3%  | 24% | 3%  |
| 28 | The tasks required by my class are valued by potential employers                    | 39% | 39% | 12% | 6%  | 3%  |
| 29 | I agree with the meaning my instructor has for what good performance in my class is | 30% | 36% | 15% | 18% | 0%  |
| 30 | I am able to perform the necessary activities to succeed in my class                | 21% | 48% | 9%  | 21% | 0%  |

It can be seen in this table that there were five options given to the learners in each statement. The highest percentage belonged to the option "rarely" with the number of 52%. The data showed that 52% of students chose the option "rarely" in the statement "I can impact the way things are run in the class." This result revealed that students were given less opportunity to contribute to the class. It was supported by the 48% of students who chose "rarely" at "my participation is important to the success of the class," and 45% of students in "expressing my attitudes and ideas is rewarded I my class."

Moreover, it was also found that students positively perceived the class and their tasks. The positive perception leads students to be motivated in the class. It was because there were 39% and 48% of students chose "always" to the statement "I look forward to going to my class" and "the tasks required by my class are valuable to me." Additionally, it was found that the average total score was 70.70. It indicated that the students were at a moderate level of learner empowerment.

As in academic motivation, students were found to have a moderate level of learner empowerment. Learner empowerment was signed with students' acceptance of the responsibility of their learning (Çakıcı, 2015). Consequently, the teacher needs to encourage students to be involved in the class activity and help them to gain lifelong learning (Ntereke, 2010). In empowerment, students experience the freedom to learn and continue learning outside the teaching context (Merç, 2015); hence, learner empowerment can deliver autonomous and independent learners.

### 3.3 Relationship between Academic Motivation and Learner Empowerment

As students' self-concepts and stance towards the lesson can be impacted by student motivation and empowerment, the researchers also investigated the possible relationship between academic motivation and learner empowerment in the study. Table 5 performed the correlation findings below.

| Table 5 Product moment correlation from Karl Person |         |       |       |  |
|-----------------------------------------------------|---------|-------|-------|--|
| Variables                                           | r count | r tab | Sig   |  |
| Academic motivation and learner empowerment         | 3.302   | 2.039 | 0.000 |  |

If the r-count is higher than t-table, the relationship is significant. On the other hand, if r-count is lower than t-table, the relationship is not significant. To examine the hypothesis, the researchers used Product Moment from Karl Person to analyse the correlation. Table 5 displays that the significance is 0.000, and it is lower than 0.05. The result of the product-moment correlation showed a positive and significant relationship between academic motivation and learner empowerment of EFL students.

The study found a positive relationship between academic motivation and learner empowerment. It can be assumed that the higher the academic motivation, the more empowered the

students felt. Similarly, Weber and Patterson (2000) found that the relationship between learner empowerment and motivation was positive and significant. Hence, both learner empowerment and motivation can feed and complete each other. As a matter, the issue, Broom (2015) suggested that teachers can lose students' motivation and love of learning if she/he treat students with excessive control. Meanwhile, by empowering students, teachers can avoid burnout and help students take responsibility for their learning.

### 3.4 Students' Perceived Motivation to Learn English

Table 6 Students' Perceived Motivation to Learn English

| Do you want to learn English? Why? |    |                           |   |
|------------------------------------|----|---------------------------|---|
| Yes (53)                           |    | No (0)                    |   |
| Intrinsic Motivation               | F  | Personal Reasons          | F |
| Enjoyable                          | 1  | I do not like it          | 0 |
| Like it                            | 8  | Do not understand         | 0 |
| Easy                               | 0  | Will not need it          | 0 |
| Learning something new is nice     | 4  | Hate it                   | 0 |
| <b>Integrative Motivation</b>      |    | Boring                    | 0 |
| To chat with foreigners            | 11 | Know enough               | 0 |
| To use it abroad                   | 3  | <b>Nature of Language</b> |   |
| <b>Extrinsic Motivation</b>        |    | Difficult                 | 0 |
| External regulation                | 0  |                           |   |
| Need in future                     | 8  |                           |   |
| The most common language           | 8  |                           |   |
| Useful                             | 9  |                           |   |
| To pass the exams                  | 1  |                           |   |
| To understand lyrics               | 0  |                           |   |
| Interjected regulation             | 0  |                           |   |
| Not to feel humiliated             | 0  |                           |   |
| Identified regulation              | 0  |                           |   |
| To be an English teacher           | 0  |                           |   |

The responses of the students implied that all students wanted to learn English. Their perceived motivation seemed to be high. There were varied reasons for their answer. For the intrinsic motivation learning English because they like it (f=8) had the highest frequency. Meanwhile, the frequency of learning English for its usefulness was the highest (f=9). None of the students (f=0) chose to learn English because they found it easy, had external regulation, used English to understand lyrics, interjected regulation, did not feel humiliated, identified regulation, and was an English teacher. The participants also proposed different opinions about English as an easy or difficult language, as shown below.

Table 7 Students' Perceptions about English as a Difficult or Easy Language

| Do you consider learning English difficult or easy? Why? |   |                                   |   |
|----------------------------------------------------------|---|-----------------------------------|---|
| Easy (16)                                                |   | Difficult (12)                    |   |
| Personal Factors                                         | F | Personal Reasons                  | F |
| Studying                                                 | 8 | Not understanding                 | 2 |
| Motivation to learn                                      | 0 | Not being used to words           | 2 |
| Understanding                                            | 4 | Not being interested              | 2 |
| Love for English                                         | 3 | <b>Language-related Factors</b>   |   |
| Learning new words                                       | 0 | Different language (from Turkish) | 0 |
| <b>External Factors</b>                                  |   | Difficulty of words               | 4 |
| Enjoyable class                                          | 1 | Too many words                    | 3 |
| Effective teaching                                       | 0 | Difficulty of pronunciation       | 1 |
| Seeing the same subjects since elementary school         | 0 | Not being read as written         | 1 |
| Having English class 6 hours a week                      | 0 | Complicated                       | 6 |
| <b>Language-related Factors</b>                          |   | Requiring memorization            | 0 |
| Needs attention                                          | 0 | Too detailed                      | 2 |
| Easiness of learning vocabulary                          | 0 | <b>Other Factors</b>              |   |
|                                                          |   | Depending on the subject/topic    | 2 |

|                            |   |
|----------------------------|---|
| Lack of effective teaching | 5 |
| Needing time               | 2 |

The students who found English easy (f=16) outnumbered those who viewed English as a complex language to learn (f=12). Students posed various factors affecting their perceptions. To illustrate, they thought that English was easy if they studied (f=8), understood English (f=4), and loved English (f=3). Students who found English complicated based their responses on different factors. For example, they thought English was difficult since they thought it was complicated (f=6) and had difficult words (f=4), which meant that students found English words challenging to learn. Lack of effective teaching (f=5) made students see English as tricky.

#### 4. Conclusion

This mixed-method study has revealed that students have a moderate level of academic motivation. Similarly, their learner empowerment level was found to be at a moderate level. Both academic motivation and learner empowerment are associated with each other. The sense of empowerment in learning English could be fostered by higher motivation. However, promoting both motivation and empowerment is not an easy process. Students who are motivated to learn will study harder and have higher self-confidence. As they learn more, they feel more empowered and autonomous, giving them lifelong learning.

To develop students' motivation to learn English, increasing students' willingness and enhancing positive beliefs toward learning should be two essential things. Since a negative attitude could negatively influence learning, teachers must give more attention to students' attitudes. Giving students many opportunities to succeed in learning depending on their proficiency level is very beneficial. Teachers could also use real-life contexts to use the language, which may help students sense the mastery of language. Students who see that they can use the language are more likely to develop positive beliefs. Increased motivation could then boost empowerment. Students should be taught how to be lifelong learners by feeding learner autonomy gradually. Furthermore, educators could design a curriculum that does not focus on the same subjects each year. Hence, when students begin their university journey, they will not study the same subject again. Meanwhile, they have the opportunity to experience academic English.

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