

**THE CORRELATIONS AMONG MINDFULNESS, ACADEMIC MOTIVATION, AND
ACADEMIC PERFORMANCE OF ENGLISH EDUCATION STUDY PROGRAM
STUDENTS OF SRIWIJAYA UNIVERSITY**

A Thesis by

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Student Number 06011181621003

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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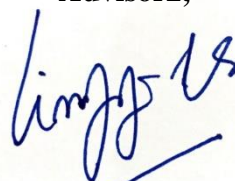
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A Thesis

By

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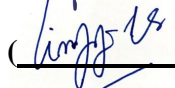
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Certify that thesis untitled “The Correlations among Mindfulness, Academic Motivation, and Academic Performance of English Education Study Program Students of Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is dedicated to my mother and father. Thank you for your support, patience, prayer, and care. I am so grateful for the unconditional love you have given to me.

MOTTO

“Don’t be afraid, I am with you, All Hearing and All seeing.”
(Quran 20:46)

“Do good to others. It will come back in unexpected ways.”

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Palembang, 31st October 2020

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**THE CORRELATIONS AMONG MINDFULNESS, ACADEMIC
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EDUCATION STUDY PROGRAM STUDENTS OF
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Previous studies found that academic motivation has a role in affecting academic performance. Along with that, the experts lately investigate mindfulness as one of the cognitive aspects related to student's performance during the learning process. This present study aimed to investigate the relations among mindfulness and academic motivation with academic performance in the context of English Education Study Program students of Sriwijaya University. Furthermore, quantitative correlational design was conducted to 170 participants who are from semester two, four, and six. Five Facets Mindfulness Questionnaire (FFMQ) and Academic Motivation Scale (AMS) were used to collect the data of students' mindfulness and academic motivation scale. Additionally, to collect the data of students' academic performance, students' Grade Point Average (GPA) documentation was obtained from the study program's official. The result of this study found that most of the students had low mindfulness scale, high academic motivation, and very satisfying GPA. It was also found that there was no correlation among mindfulness, academic motivation, and academic performance. Meanwhile, it was found that only amotivation subscale which has negative significant correlation with academic performance.

Keywords: *Mindfulness, Academic Motivation, Academic Performance, FFMQ, AMS, Amotivation.*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

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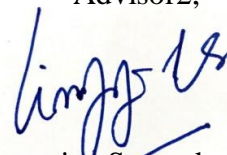


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CHAPTER I

INTRODUCTION

This chapter provides some introductory parts of this study namely background, research questions, research objectives, and the significance of the study. Firstly, the underlying reason for conducting this study is explained in the background. It also includes a brief basic concept explanation and some relevant studies. Moreover, the gap found from the discussed issues earlier is set in the research questions and objectives. Finally, the significance of this present study is specified to students, teachers/lecturers, and further research.

1.1 Background

Globalization has led to the change of any aspect in human life including the use of language to communicate. One of the adjustments that have been merged is the use of English by people around the world. Even now, English is called a universal global *lingua franca* (Crystal, 2003). Meanwhile, the term ‘English as Foreign Language’ nowadays is widely used by many people to describe the use of this language in the country where English is not the *lingua franca*. Furthermore, Harmer (2007) explains that the purpose of EFL students in learning English is to use this language with other speakers globally. It is also explained that most EFL students learn English in their own country.

As a non-native English speaker country, Indonesia puts English as a foreign language (EFL). Despite that fact, English is a compulsory subject taught to Indonesian students that makes it become a must for them to learn English although they have a different presence of motivation and orientation towards English subjects. Besides, a study conducted by Alberth (2018) shows that high school students in Indonesia have various motivations and orientations in learning English as a foreign language. Some of those are the future career and as the requirement to pass the examination or their obligation in school. Furthermore, in Indonesia, the process of acquiring EFL mostly occurs in the classroom during the teaching and learning process. According to Sulistyono (2016), EFL students in

Indonesia get English taught mostly in the school classroom instead of using that language in daily communication.

Moreover, many obstacles occur in the practice of EFL teaching in Indonesia. Important to note, the lack of exposure from target language has made less input to EFL learners which then merges some further problems. It is supported by Sulisty (2016) which states "English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom." (p. 396). Furthermore, Sulisty (2008) explains that three reasons caused the problem of the EFL learning process. Those reasons are including the class size, students' motivation, and teaching focus. In addition, Sawir (2005) states that "traditional EFL pedagogues in East and Southeast Asian nations are not fully adequate to meet the need for an expanded emphasis on oral communications." (p. 567). That statement is the reflection of how the EFL learning process conducted, especially in Indonesia.

As one of the factors explained above, motivation is the essential issue that has been discussed by experts for a long time. It is one of the factors that determine the success of a task. Academic motivation is needed to help someone in taking action to achieve their goals. Even lately, the viewpoint of learning is not only considered to the cognitive process but also related to students' motivation in the learning process (Serio, Ibanez, & Kloos, 2013). A qualitative study conducted by Zaman (2015) concludes that academic motivation has the role of being a strong influence on the students learning process. Another study conducted by Saeed and Zyngier (2012) states that "Motivation is seen as a prerequisite of and a necessary element for students' engagement in learning." (p. 252).

Some studies conducted by experts prove that good academic motivation brings a positive impact on students in terms of the learning process. The result of a study by Corpus, McClintic-Gilbert, and Hayenga (2009) indicates that there is a positive correlation between the intrinsic motivation of students to their achievement in the academic process. It is supported by Saeed and Zyngier (2012) which states that "students' intrinsic and extrinsic motivation and engagement can influence their learning outcomes. Motivation guides learners' interest into

important learning activities" (p. 261). On the other side, the low academic motivation of students will bring negative outcomes. It is supported by a study conducted by Ritho (2015) that shows lack of motivation leads students with poor performance in the learning process. The data above indicate that students with high motivation get a positive result in the learning process.

It was explained that lack of motivation is one of the problems in the EFL learning process. Many studies have been conducted in a case to investigate the strategist to increase students' academic motivation. One of the researches found out that there is a way to enhance students' motivation by practicing mindfulness to students. It is found that intentional control and cognitive insight could be increased by the practice of mindfulness to students (Bishop, et al., 2004; Mason & Hargreaves, 2001). However, McCloskey (2015) states that intentional control and cognitive insight aspects are the essential factors to improve students' motivation in the learning process.

Meanwhile, the term mindfulness has been popularly used in many scientific disciplines. According to Bodhi (2000), the term 'mindfulness' has meaning as awareness, attention, and remembering, as it originally came from the Pali word '*sati*'. The term mindfulness has been interpreted in various definitions according to the context of the study conducted by different experts. Mindfulness can be defined as "moment by moment awareness" (Katz, 2013), a state of physical freedom (Martin 1997), or moment to moment awareness of one's experience without judgment (Davis & Hayes, 2011).

Furthermore, the use of mindfulness in the learning context does not only give a positive impact on academic motivation but also brings the solution to some other issues related to students' mental health in the academic context. A study by Napoli, Krech, and Holley (2005) found that, by practicing mindfulness, students' anxiety could significantly decrease while on the other hand the ability to pay attention is increased. It means that mindfulness is a helpful strategy to make students engaged in the learning process since the fact shows many students could not focus in the classroom. In the other study, it was revealed that mindfulness increases the optimism and positive emotion of students (Schonert-Reichl

&Lawlor, 2010). In other words, students are able to enjoy the classroom because they can perceive the learning process in a more positive way.

Another study of the mindfulness benefits in the academic context is about how this mental aspect could affect students' academic performance. An investigation was conducted to students at the University of California which shows that the higher score was achieved by students who had been engaged to mindfulness compared to the previous score before the mindfulness practice (Docksai, 2013). It occurs because mindfulness gives students improvement on their self-regulating and perceptions of self-efficacy which both determine the students' academic success (McCloskey, 2015). However, a study conducted by Bennet and Dorjee (2015) shows that mindfulness brings students to lower depression and anxiety which attribute to improve academic attainment.

From the explanation above, it could be concluded that mindfulness is one of the helpful strategies to solve several problems related to the academic context, particularly related to academic motivation and academic performance. Moreover, Surkhsarwala, Kecker, and Mukundan (2015) conducted an investigation toward the three aspects (mindfulness, academic motivation, and academic performance) in the aim to find out the relation of those in the academic context. The study, using the purposive random sampling method, involved 150 undergraduate students from different colleges of Ahmedabad. The result revealed that there is a relation between mindfulness and academic motivation where it is also found that the higher students' score of mindfulness and academic motivation, the higher their academic performance output score.

Different from the previous study, by Surkhsarwala et al. (2015), this present study tried to find out the specific mindfulness dimension result by using FFMQ instrument as the mindfulness measurement instrument. Compare to the previous one, this present study attempt to investigate the relationship among mindfulness, academic motivation, and academic performance in the scope of EFL students particularly the students of English Education Study Program of Faculty Teacher Training and Education of Sriwijaya University. The reason to conduct this study

to EFL students aims to give a new insight of mindfulness study from the perspective of education field, particularly in EFL students' context.

Since the EFL students have various motivations in learning English (Alberth, 2018), this study tried to investigate what type of motivation leads students to learn English and how that type of motivation along with mindfulness affected academic performance. However, the decision to see students' academic performance instead see the English achievement only is due to a reason that the academic motivation affected students' performance not only in English lessons in particular but also affected other general lessons that enrolled in a semester.

Therefore, the writer is interested to work on a study entitled "The correlations among mindfulness, academic motivation, and academic performance of English education study program students in Sriwijaya University".

1.2 The Problem of the Study

The problems of the study are formulated in the following questions:

1. Is there any significant correlation between mindfulness and academic performance of the English Education Study Program students of Sriwijaya University?
2. Is there any significant correlation between academic motivation and academic performance of the English Education Study Program students of Sriwijaya University?
3. Is there any significant correlation between the predictor variables (mindfulness and academic motivation) and the criterion variable (academic performance) of the English Education Study Program students of Sriwijaya University?

1.3 The Objective of the Study

This study is aimed to investigate whether or not:

1. There is any significant correlation between mindfulness and academic performance of the English Education Study Program students of Sriwijaya University.

2. There is any significant correlation between academic motivation and academic performance of the English Education Study Program students of Sriwijaya University.
3. There is any significant correlation between the predictor variables (mindfulness and academic motivation) and the criterion variable (academic performance) of the English Education Study Program students of Sriwijaya University.

1.4 The Significance of the Study

This study is hoped to bring benefit for:

1) Students

The output of this research is expected to make students more aware of mental health conditions concerning academic context, particularly the concept of mindfulness. It can also help students improve academic motivation and academic performance by increasing individual mindfulness.

2) Teachers/Lecturers

This study is expected to help teachers/lecturers improve students' motivation and performance by deciding the learning strategy based on mindfulness treatment or training.

3) Future Research

This study is expected to be a useful reference for any further study related to mindfulness, academic motivation, academic performance in the context of EFL learning, or the other education majors.

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