

**THE CORRELATION BETWEEN HIGH-ACHIEVING PEERS
AND STUDENTS' MOTIVATION TO LEARN ENGLISH
AT COKROAMINOTO PALOPO UNIVERSITY**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2026**

**THE CORRELATION BETWEEN HIGH-ACHIEVING PEERS AND
STUDENTS' MOTIVATION TO LEARN ENGLISH
AT COKROAMINOTO PALOPO UNIVERSITY**

A THESIS

The proposal as partial fulfillment of the requirements to conduct research into
writing a thesis at the English Language Education Program, Faculty of Teacher
Training and Education, Cokroaminoto Palopo University

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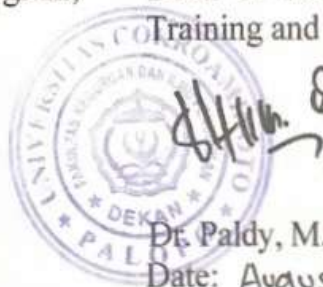
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ABSTRACT

Yuliana. 2026. The Correlation Between High-Achieving Peers and Students' Motivation to Learn English at Cokroaminoto Palopo University (Supervised by Sri Rahayu and Hafirah Patang).

This study aimed to determine the correlation between high-achieving peers and students' motivation to learn English at Cokroaminoto Palopo University. This study employed a correlational research design using a mixed-methods approach. The participants were 30 students selected through purposive sampling. Quantitative data were collected using questionnaires and analyzed using simple linear regression with SPSS version 23, while qualitative data were collected through semi-structured interviews and analyzed using data reduction, data display, and conclusion drawing. The quantitative findings revealed that high-achieving peers did not have a significant correlation between on students' motivation to learn English, with a significance value of 0.761 (> 0.05) and an R Square value of 0.003, indicating that high-achieving peers explained only 0.3% of the variation in students' learning motivation. The qualitative findings supported the quantitative results, showing that most participants perceived high-achieving peers as positive role models and a source of inspiration. However, students' motivation to learn English was primarily influenced by personal goals, self-improvement, and the desire to improve their English proficiency rather than by the presence of high-achieving peers. Therefore, it can be concluded that high-achieving peers may provide positive examples and inspiration but do not have a significant correlation between on students' motivation to learn English at Cokroaminoto Palopo University.

Keywords: high-achieving peers; learning motivation; English learning; mixed methods; university students.

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The writer hopes that this thesis will be beneficial to the readers and contribute to future studies. The writer realizes that this thesis is still far from perfect; therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this study.

Palopo, August 19th 2026

Yuliana

CURRICULUM VITAE



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TABLE OF CONTENTS

	Pages
THESIS	i
THESIS APPROVAL	ii
LETTER OF THESIS AUTHENTICITY	iii
SIMILARITY CHECK	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
CURRICULUM VITAE	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xiii
 CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Problem Statement	3
1.3 Research Objective	3
1.4 Research Significance	3
1.5 Scope of The Research	4
1.6 Operational Definition	4
 CHAPTER II LITERATURE REVIEW	
2.1 Literature Review	6
2.2 Previous Studies	11
2.3 Conceptual Framework	13
2.4 Research Hypotheses	13
 CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Method	14
3.2 Research Location	14
3.3 Population and Sample	14
3.4 Research Instrument	14
3.4 Data Analysis Technique	15

CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings	19
4.2 Discussion	28
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	33
5.2 Suggestion	33
REFERENCES	35
APPENDICES	37

LIST OF TABLES

	Pages
1....Validity Test of High-Achieving Peers	19
2....Validity Test for English Learning Motivation	20
3....Reliability Test For High-Achieving Peers	20
4....Reliability Test For English Learning Motivation	20
5....Descriptive Test	21
6....Tests of Normality	21
7....Tests of Linearity	22
8....Coefficient of Determination (R-Square) Test: High-Achieving Peers and English Learning Motivation	22
9....Simultaneous Significance Test (F-Test) for Simple Linear Regression ..	23
10..Simple Linear Regression Coefficient Test of High-Achieving Peers on English Learning Motivation	23
11..Respondent Profiles	24
12..Results of the interview for question number 1 from the four respondents	24
13..Results of the interview for question number 2 from the four respondents	24
14..Results of the interview for question number 3 from the four respondents	25
15..Results of the interview for question number 4 from the four respondents	25
16..Results of the interview for question number 5 from the four respondents	26
17..Results of the interview for question number 1 from the four Respondents	26
18..Results of the interview for question number 2 from the four Respondents	26
19..Results of the interview for question number 3 from the four Respondents	27

20..Results of the interview for question number 4 from the four Respondents	
.....	27
21..Results of the interview for question number 5 from the four Respondents	
.....	28

LIST OF APPENDICES

	Pages
1. Research Instrument	38
2. Interview	42
3. Documentations	43

CHAPTER I

INTRODUCTION

1.1 Background

In the era of globalization and rapid technological development, English proficiency has become an important competency for university students. English serves not only as an international means of communication but also as an essential medium for accessing scientific literature, participating in academic discourse, and expanding opportunities in the global labor market. Therefore, the ability to understand and use English is closely related to students' academic development and their readiness to compete in an increasingly interconnected global environment. However, having opportunities to learn English does not necessarily guarantee students' willingness to participate actively and consistently in the learning process. In this context, learning motivation is an important aspect that needs to be considered in English language learning at the university level.

Learning motivation refers to the internal and external processes that encourage, direct, and sustain students' involvement in learning activities. Students with high levels of learning motivation tend to demonstrate greater persistence, active participation, and willingness to overcome difficulties encountered during the learning process. In contrast, students with low learning motivation may demonstrate limited participation, lack of self-confidence, low learning initiative, and inconsistent study habits. These conditions indicate that students' motivation to learn English cannot be understood solely from cognitive and individual factors but should also be examined in relation to psychological and social factors associated with students' learning behavior.

In the context of higher education, some students still perceive English as a difficult, less interesting, or less relevant subject to their academic disciplines. Such perceptions may be associated with students' willingness to participate in classroom activities, engage in independent learning, and develop their English proficiency. Suryani and Prasetyo (2021) reported that students' perceptions of English are related to their engagement and attitudes toward learning. When students perceive English as difficult or unrelated to their academic and

professional needs, their level of engagement in the learning process may vary. Therefore, identifying factors that are associated with students' motivation is important for understanding their engagement in English language learning.

One social factor that may be related to students' learning motivation is the peer environment. Peers provide opportunities for students to interact, exchange information, discuss academic matters, and share learning experiences. Through these interactions, students may develop learning attitudes and behaviors that are associated with their academic motivation. Several previous studies have examined the relationship between peers, academic achievement, and learning motivation. Putra and Baskoro (2023) found a positive relationship between peer interaction and students' achievement in the field of management. Furthermore, Arsyad, Suhartina, and Astri (2023) found that peer tutoring was associated with improvements in students' motivation and English learning outcomes. Other studies conducted at the school level have also indicated a relationship between peer support and students' academic motivation. In addition, social support theory suggests that support from peers is associated with students' academic self-concept, which may subsequently be related to their motivation and academic achievement (Wu & Kang, 2023).

Although previous studies have examined the role of peers in students' learning motivation and academic achievement, research specifically investigating the relationship between high-achieving peers and university students' English learning motivation remains limited. In particular, there is still limited research examining whether students who interact with or are surrounded by high-achieving peers tend to demonstrate higher levels of motivation to learn English. This gap indicates the need for further research focusing on the correlation between high-achieving peers and English learning motivation among university students.

Therefore, this study aims to determine whether there is a significant relationship between high-achieving peers and university students' motivation to learn English. The study focuses on the correlation between the two variables rather than examining a causal effect. The findings are expected to provide a better understanding of the relationship between students' peer environment and

their motivation to learn English. Furthermore, the results may provide useful information for developing a supportive academic environment that encourages students to maintain and improve their motivation to learn English.

1.2 Problem Research

Based on the background described above, the researcher formulates the research problem as follows: Is there a significant correlation between high-achieving peers and students' motivation to learn English at Cokroaminoto Palopo University?

1.3 Research Objective

Based on the research problem stated above, this study aims to determine whether there is a significant correlation between high-achieving peers and students' motivation to learn English at Cokroaminoto Palopo University.

1.4 Research Significance

This research is expected to provide both theoretical and practical contributions. The significance of the study is explained as follows:

1. Theoretical Significance

The findings of this study are expected to enrich theoretical discussions regarding the role of social factors in shaping students' learning motivation. The results may offer insights into how interactions with high-achieving peers can enhance students' motivation to learn English, and may serve as reference material for future researchers developing related studies.

2. Practical Significance

a. For the Researcher

This study serves as a platform for practicing and developing research skills, while broadening the researcher's understanding of social factors that correlation students' learning motivation.

b. For the University

The results of this study may be used as consideration for educational institutions in creating academic environments that support increased learning motivation, through policies, developmental programs, or activities that promote positive interactions with high-achieving peers.

c. For English Lecturers

This study helps English lecturers understand the importance of high-achieving peers in motivating students. The findings may be used to design collaborative learning strategies, such as peer mentoring or group discussions, to enhance students' motivation in learning English.

1.5 Scope of The Research

This study focuses on students of the English Education Study Program at Cokroaminoto Palopo University, during the 2025–2026 academic year. Its primary aim is to identify the extent to which the presence of high-achieving peers correlation students' motivation to learn English. The scope of the research includes students' perceptions of their interactions with high-achieving peers in English, as well as the ways in which observation, social support, and peer-based learning contribute to enhancing their motivation.

The theoretical foundation of this study is grounded in Bandura's Social Learning Theory and Self-Determination Theory, both of which emphasize that motivation develops through positive behavioral modelling and the fulfillment of basic psychological needs. Data collection employs a mixed-methods approach, consisting of questionnaires, interviews, and observations. This study specifically examines the motivational aspects of learning English; therefore, its findings are not intended to be generalized to other study programs or educational institutions beyond the scope of this research.

1.6 Operational Definition

1. High-Achieving Peers

In this study, high-achieving peers refer to students in the same academic environment who demonstrate superior English learning performance through strong academic achievement, English proficiency, active participation, and involvement in academic activities. This variable is measured through learning behavior, academic competence, peer assistance, and social correlation based on Social Learning Theory. Students' perceptions are assessed using a Likert-scale questionnaire.

2. English Learning Motivation

English learning motivation refers to the internal and external

psychological drive that influences students' effort, persistence, and willingness to learn English. It includes intrinsic motivation, extrinsic motivation, self-confidence, and social relatedness based on Self-Determination Theory. This variable is measured using a Likert-scale questionnaire.

CHAPTER II LITERATURE REVIEW

2.1 Literature Review

a. High-Achieving Peers

Peers are individuals who share a similar age group, social status, and environment such as classmates, members of student organizations, or participants in study groups (Santrock, 2017). In higher education settings, peers serve not only as social companions but also as significant sources of informal learning. They exchange academic information, share learning strategies, and provide emotional support in dealing with academic challenges. Because interactions with peers are often more intensive and natural than with lecturers or parents, their influence on students' academic attitudes and behaviors is considerably strong (Kurniawan & Rahmawati, 2020). In this study, high-achieving peers are defined as students who demonstrate strong academic competence in English. Criteria of high achievement include:

- a. Have a high cumulative grade point average.
- b. Possessing international certifications such as Toefl, Ielts.
- c. Cambridge English) earning achievements in English-related competitions such as debate, speech, or academic contests.

Students with these characteristics serve as social models whose behaviors can be observed and imitated. This aligns with Bandura's Social Learning Theory (1977), which states that learning does not occur solely through direct experience but also through observation, imitation, and social reinforcement. When students see their peers confidently answering lecturers' questions in English or receiving praise for their proficiency, such experiences stimulate cognitive processes that enhance motivation and generate the desire to imitate those behaviors. A key mechanism in this process is self-efficacy an individual's belief in their ability to accomplish specific goals (Bandura, 1997). Self-efficacy is not merely actual ability, but one's perception of potential. Research has shown that self-efficacy in English learning is strongly related to active participation in class, willingness to speak, and persistence in studying (Putri & Suryani, 2020). When students

observe peers with similar backgrounds successfully mastering English, they develop positive social comparisons that strengthen their belief that they too can achieve similar success.

Peers also exert strong normative correlation. Based on the Social Identity Theory proposed by Tajfel and Turner (1979), individuals tend to adjust themselves to group norms in order to gain social acceptance. When a peer group values academic achievement particularly English proficiency its members will be motivated to meet those expectations. Conversely, if a peer group lacks appreciation for academic effort, individual motivation may decline.

Ryan (2001) supports this perspective by showing that students are more motivated when they belong to an academic environment that values effort and engagement. Similar findings in Indonesia were reported by Suryani and Prasetyo (2021), who noted that students became more active in speaking activities after observing classmates who performed confidently during presentations.

Nevertheless, peer correlation is not always positive. In some situations, the presence of peers with significantly higher abilities may trigger feelings of inferiority or anxiety, a condition known as social comparison stress (Vogel et al., 2014). Therefore, lecturers play an important role in managing group dynamics to ensure that competition remains healthy and does not lead to negative psychological pressure.

In educational practice, the positive potential of peers has been utilized through programs such as peer tutoring, collaborative learning, and student mentoring. Students' English abilities are often used as a basis for appointing peer tutors or facilitators in campus programs such as English Clubs or Toefl workshops. These approaches not only enhance participants' motivation but also strengthen the tutors' skills through learning by teaching.

Thus, high-achieving peers function as agents who help create a conducive learning environment. Their everyday interactions foster a dynamic academic climate that promotes natural motivation growth, not solely driven by curriculum demands or formal evaluation.

b. Motivation

Motivation is a fundamental concept in understanding human behavior, both in everyday life and in professional contexts, such as the workplace and education. Generally, motivation can be defined as a force originating from within (internal) or from outside (external) an individual that drives someone to take action to achieve a specific goal.

Motivation acts as the primary driving force that directs individuals in their actions, decision-making, and efforts to achieve personal and organizational goals. Without motivation, individuals tend to lose direction, enthusiasm, and the drive to develop and actualize their potential. Therefore, motivation is a crucial element in supporting a person's success in various aspects of life.

Etymologically, the term motivation comes from the Latin word "movere," meaning "to move" or "to impel." Therefore, motivation can be understood as an impulse that causes someone to engage in a particular activity. Without motivation, a person tends not to take any action due to the lack of impetus driving that behavior.

Motivation is essentially abstract and cannot be directly observed, as it is an internal process within an individual. However, the presence of motivation can be identified through demonstrated behavior, such as activeness, enthusiasm, and persistence in achieving goals. In this context, Sunhaji (2008) stated that motivation plays a crucial role in improving individual performance, particularly in the workplace, because high motivation will drive individuals to achieve optimal performance.

Several experts have also provided definitions of motivation. Bimo Walgito (in Abbas, 2017) states that motivation is an impulse or force that causes an individual to take certain actions. Meanwhile, Handoko (2009) defines motivation as an internal state that drives individuals to take certain actions to achieve goals and gain satisfaction.

Motivation is the drive that drives someone to act to achieve a goal. This drive can come from within or without. Motivation is crucial because without it, someone will struggle to move, lack enthusiasm, and fail to develop. Although invisible, motivation can be seen in behaviors such as enthusiasm, effort, and

persistence in achieving goals. Therefore, motivation is a key factor in helping someone succeed and thrive in life.

3. Learning Motivation

Learning motivation is a crucial concept in education, playing a role in determining student engagement in the learning process and the achievement of learning outcomes. Learning motivation is not only defined as the drive to learn, but also encompasses various factors that encourage students to actively participate in learning activities and strive to achieve desired academic goals. Therefore, understanding learning motivation is crucial for educators, parents, and students themselves, as it correlations the effectiveness and sustainability of the learning process.

Generally, learning motivation can be defined as a psychological state that drives individuals to engage in learning activities. This state involves various aspects such as needs, interests, goals, and expectations, which influence students' level of desire to engage in learning and achieve optimal results. In this regard, learning motivation functions as a driving force that encourages students to understand the subject matter, participate in the learning process, and overcome various challenges that arise during the learning process.

According to educational psychologists, learning motivation is a combination of internal and external drives that correlation students' interest and effort in learning. Internal drives can include the desire to achieve personal goals, curiosity, and the satisfaction derived from the learning process itself. Meanwhile, external encouragement can take the form of awards, praise from teachers and parents, as well as a conducive learning environment (Hamzah B. Uno, 2016).

Learning motivation is also inseparable from various motivational theories that explain how and why someone is driven to learn. One widely used theory is Abraham Maslow's theory of needs, which explains that individuals have a hierarchy of needs that influences their behavior. Furthermore, B.F. Skinner's reinforcement theory emphasizes that learning behavior can be strengthened through rewards. Goal theory also explains that clear learning goals will increase students' motivation and effort in achieving success.

Learning motivation plays a crucial role in determining student learning success. Students with high learning motivation tend to demonstrate greater enthusiasm, persistence, and effort in learning, which impacts their achievement. Conversely, students with low learning motivation tend to be less enthusiastic and less effective in achieving learning outcomes. Therefore, the level of learning motivation will significantly determine the level of effort and results achieved by students in the learning process.

Motivation is essentially a factor that drives and directs individual behavior in completing tasks, including learning assignments. Therefore, learning motivation is a key factor in educational success, as it functions as the primary driver that determines the direction and intensity of students' learning behavior.

4. English Learning Motivation

Learning motivation is a psychological force that drives individuals to engage actively, consistently, and continuously in learning activities (Brophy, 2010). In the context of English learning, motivation includes interest in the language, awareness of its benefits, and the willingness to overcome obstacles such as fear of making mistakes, speaking difficulties, or limited vocabulary. In general, English learning motivation encompasses:

- a. An interest in global communication and culture.
- b. Desire to master the four language skills (listening, speaking, reading, writing).
- c. An understanding of the instrumental value of English for careers, further studies, research, and international mobility.

Two major approaches to understanding English learning motivation are integrative motivation and instrumental motivation, as proposed by Gardner (1985). Integrative motivation arises when individuals learn English because they are interested in the culture of native speakers and wish to become part of that community. Instrumental motivation, on the other hand, is pragmatic students learn English to fulfill graduation requirements, apply for jobs, or pass proficiency tests such as TOEFL. In Indonesia, studies show that instrumental motivation is more dominant among university students, especially those outside language related majors (Hidayati & Setiawan, 2021). The Self-Determination Theory (SDT) by Deci and Ryan (1985) offers a more comprehensive perspective by

emphasizing three basic psychological needs necessary for motivation to develop optimally:

- a. Competence – feeling capable of mastering the material.
- b. Autonomy – feeling in control of the learning process.
- c. Relatedness – feeling accepted and supported within the learning environment.

Unfortunately, the reality in many Indonesian universities indicates that students' motivation to learn English remains low. According to Suryani and Prasetyo (2021), the primary causes include:

- a. Lecturer-centered and less interactive teaching methods.
- b. Limited opportunities to practice speaking in real contexts.
- c. The fear of making mistakes, which leads to reluctance to speak,
- d. The lack of relevance between course materials and workplace needs.

This condition underscores the urgency of developing alternative learning strategies that leverage the strengths of the social environment. Peer-based approaches offer a natural, low-cost, and sustainable solution. When students learn from and with high-achieving peers, the learning process becomes more enjoyable, relevant, and meaningful because it occurs within authentic social interactions rather than solely in formal classroom settings.

However, many higher education institutions in Indonesia continue to struggle with low English learning motivation due to lecturer-centered methods, insufficient speaking practice, fear of errors, and limited relevance of course materials to real-world demands (Suryani & Prasetyo, 2021). Therefore, socially interactive learning strategies including peer-assisted approaches are essential alternatives for improving learning motivation more naturally and sustainably.

2.2 Previous Studies

Several previous studies have examined aspects relevant to this topic, either directly or indirectly. Overall, these studies show that social factors particularly peers play a significant role in shaping students' academic attitudes and behaviors.

One relevant study is by Darmawati (2019), who investigated university students' English learning motivation in Aceh. The study found that internal factors such as personal interest and self-confidence were the primary determinants of motivation, whereas external factors such as the social

environment were considered less influential. However, this research did not specifically measure the role of peers, leaving a gap for further exploration. The present study aims to fill this gap by placing high-achieving peers as the central variable.

Another study by Kurniawan and Rahmawati (2020) examined the influence of peers on students' overall academic achievement. They found that students with high-achieving peers such as those with higher GPAs tended to achieve better academic performance themselves. This phenomenon is commonly referred to as the peer effect. However, the study did not distinguish between specific subject domains, including English, which involves unique aspects such as communication and speaking confidence.

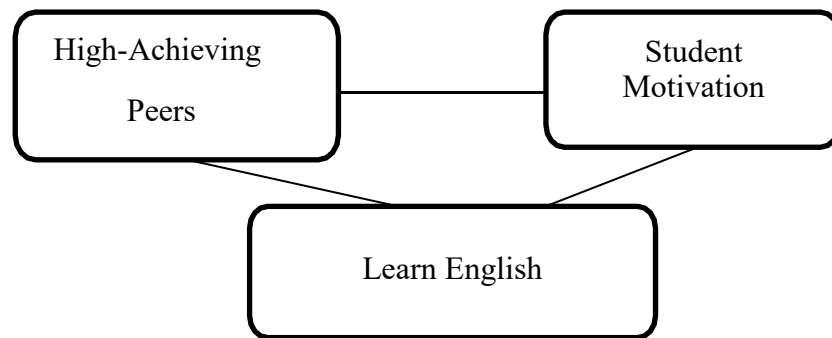
Meanwhile, Putri and Suryani (2020) explored the role of peers in enhancing learning motivation at the elementary school level. Their findings showed that the presence of diligent and high-performing peers encouraged other students to study more diligently. Although the context differs (elementary education vs. higher education), the study provides theoretical evidence that peer influence is universal, although its manifestation may vary depending on age and context.

On the other hand, Hidayati and Setiawan (2021) found that university students often lose motivation to learn English because they perceive the material as irrelevant or lacking real-world application. They recommended more contextual and collaborative learning approaches, which align with the notion that interaction with high-achieving peers can create meaningful learning contexts such as English group discussions that make learning more authentic.

Interestingly, found that students were more motivated when they observed classmates successfully delivering English presentations. This finding highlights that peer modeling is particularly effective in English learning contexts, especially because speaking skills require confidence and real examples.

Overall, previous studies affirm the importance of correlation on learning motivation, yet research that specifically positions high-achieving peers as a key factor in English learning motivation at the university level remains limited. Therefore, this study is conducted to address this gap.

2.3 Conceptual Framework



The chart shows that high-achieving peers and student motivation both play a role as factors influencing students' English learning process. High-achieving peers can serve as a source of inspiration and concrete examples, while student motivation determines how much of this correlation translates into effort and learning outcome.

2.4 Research Hypotheses

A hypothesis is a temporary answer to the research problem. The hypotheses of this study are formulated as follows:

H0: There is no significant correlation between high-achieving peers and students' motivation to learn English at Cokroaminoto Palopo University.

H1: There is a significant correlation between high-achieving peers and students' motivation to learn English at Cokroaminoto Palopo University.

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Method

This study employed a correlational research design using a mixed-methods approach. The quantitative component was used as the main method to determine the direction, strength, and significance of the correlation between high-achieving peers and students' motivation to learn English. The qualitative component was used to provide additional information regarding students' experiences and perceptions of their high-achieving peers and their motivation to learn English. The quantitative data were collected through questionnaires, while qualitative data were collected through semi-structured interviews. The quantitative data were analyzed statistically using SPSS, while the interview data were analyzed descriptively.

3.2 Research Location

This study was conducted at Cokroaminoto Palopo University, specifically second-semester students in the English Language Education Study Program. This location was selected based on considerations of accessibility and its relevance to the research focus on English learning motivation.

3.3 Population and Sample

The study population comprises all students enrolled in the English Education Study Program, totaling 104 individuals. The quantitative sample consists of all students from Class 1A, numbering 30. Meanwhile, the qualitative sample was be include 4 students who was be selected purposive to obtain rich and in-depth information relevant to the phenomenon under investigation. The criterion for selecting respondents was having a score above the average.

3.4 Research Instrument

1. Questionnaire

The main instrument used in this research is a closed-ended questionnaire with a Likert scale. This instrument was chosen because it aligns with the goals of quantitative research, which aim to obtain structured and measurable data regarding the correlation between high-achieving peers and students' English

learning motivation. The questionnaire allows for efficient data collection and supports accurate statistical analysis. The instrument consists of two parts:

a. High-Achieving Peers Section

This section measures students' perceptions of the presence, interaction, and correlation of peers with excellence in English whether in terms of academic achievement (high grades), speaking ability, active classroom participation, or external accomplishments such as Toefl certification or English competitions. Indicators were developed based on Bandura's Social Learning Theory (1977), which emphasizes the role of social models in shaping behavior through observation and imitation.

b. English Learning Motivation Section

This section measures the psychological drives that motivate students in the English learning process, including intrinsic interest, self-confidence, desire for success, perseverance, and awareness of the benefits of English. Indicators were developed based on Self-Determination Theory (Deci & Ryan, 1985).

2. Interviews

Interviews were employed as a research instrument during the qualitative phase. Semi-structured interviews were conducted with four students selected via purposive sampling based on the study's requirements. The interviews aimed to gather in-depth information regarding the students' experiences, views, and perceptions concerning the correlation between high-achieving peers on their motivation to learn English. Additionally, the interviews served to provide explanations for the quantitative analysis results obtained from the questionnaires.

3.4 Data Analysis Technique

This study employs quantitative and qualitative data analysis techniques. Quantitative data were obtained through the distribution of questionnaires and analyzed using the SPSS software. Meanwhile, qualitative data were gathered through interviews and analyzed descriptively to provide an explanation for the quantitative results.

1. Quantitative Data Analysis

a. Descriptive Analysis

Descriptive analysis is a statistical technique used to describe or present the characteristics of collected data without the aim of drawing conclusions or making predictions. In this study, descriptive analysis is employed to provide an overview of high-achieving peers and English learning motivation among the respondents, based on data obtained through Likert-scale questionnaires. Descriptive analysis is the process of collecting and presenting basic data solely to describe or explain a condition, without drawing conclusions or making forecasts regarding the future.

b. Validity Test

The validity test is conducted to determine the accuracy of each statement item in measuring the research variables. Testing is performed using Pearson Product Moment correlation via the SPSS program. An item is considered valid if the significance value is less than 0.05 or the calculated r-value is greater than the r-table value.

c. Reliability Test

The reliability test is conducted to determine the consistency level of the research instrument using the Cronbach's Alpha method. An instrument is considered reliable if it yields a Cronbach's Alpha value indicating an acceptable level of internal consistency.

d. Normality Test

The normality test is conducted to determine whether the data to be analyzed follow a normal distribution, in accordance with statistical assumptions. In this study, the normality test employs the Shapiro-Wilk method using SPSS software. This method involves comparing the cumulative distribution of the sample data with the theoretical normal distribution. Data are considered to be normally distributed if the significance value (Sig.) is greater than 0.05, whereas they are considered not normally distributed if the significance value (Sig.) is less than 0.05.

e. Linearity Test

The linearity test is conducted to determine whether the relationship between the independent variable and the dependent variable is linear. This test serves as a

basis for ensuring that the two variables satisfy the assumption of a linear relationship prior to further analysis. The decision-making criteria for the linearity test are as follows:

- 1) If the significance value for Deviation from Linearity is greater than 0.05, the relationship between the independent variable and the dependent variable is considered linear.
- 2) If the significance value for Deviation from Linearity is less than or equal to 0.05, the relationship between the independent variable and the dependent variable is considered non-linear.

f. Hypothesis Testing

A hypothesis is a tentative statement proposed as an answer to a research problem, the validity of which must be verified through a process of data collection and analysis. If the results of observations or sample analysis support the problem statement, the hypothesis is accepted; conversely, if the research findings do not support the statement, the hypothesis is rejected. In hypothesis testing, researchers employ statistical methods to determine whether the formulated hypothesis should be accepted or rejected based on the obtained research data. Testing is conducted by comparing analysis results against specific testing criteria to determine whether an correlation exists between the variables under study.

This study involves two variables: one independent variable (X) and one dependent variable (Y). Consequently, hypothesis testing is conducted using simple regression analysis. This analysis aims to determine whether the independent variable exerts a significant correlation on the dependent variable. Decision-making involves the F-test to assess the overall significance of the regression model and the t-test to examine the significance of the independent variable's partial effect on the dependent variable. Decision criteria are based on the significance value (Sig.); if the significance value is less than 0.05, the independent variable is considered to have a significant correlation on the dependent variable, and the hypothesis is accepted. Conversely, if the significance value exceeds 0.05, the independent variable is considered not to have a significant correlation on the dependent variable, and the hypothesis is rejected.

Additionally, the regression analysis yields a coefficient of determination (R-squared) value, which measures the proportion of variation in the dependent variable explained by the independent variable. A higher R-squared value indicates a greater capacity for the independent variable to explain changes in the dependent variable. Meanwhile, the remaining variation in the dependent variable is attributable to other factors not included in the research model.

2. Qualitative Data Analysis

Qualitative data analysis was conducted on data obtained through interviews with four respondents selected via purposive sampling. This analysis aims to provide a deeper explanation of the quantitative analysis results regarding the correlation between high-achieving peers and students' motivation to learn english.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

This study was conducted with 30 second-semester students from the English Education Study Program at Universitas Cokroaminoto Palopo. Data collection was carried out using an online questionnaire distributed via Google Forms, with the link shared with respondents through communication channels such as WhatsApp. Data analysis was performed using SPSS software, encompassing descriptive statistical analysis, assumption testing, and hypothesis testing. These analytical steps aimed to examine the correlation between high-achieving peers and the English learning motivation of second-semester students at Universitas Cokroaminoto Palopo.

1. Result of Questionnaire

a. Validity and Reliability Testing

Validity and reliability testing is conducted to ensure that the research instrument is suitable for use in data collection.

1) Validity Test

The validity test aims to determine the ability of each statement item to measure the research variables. Testing is conducted using SPSS. An item is considered valid if the significance value is less than 0.05 or the calculated r-value exceeds the r-table value.

Table 4. 1 Validity Test of High-Achieving Peers

Item	r hitung	r tabel df = N-2 (30 responden)	Keterangan
X1	.471	0,361	Valid
X2	.654	0,361	Valid
X3	.694	0,361	Valid
X4	.627	0,361	Valid
X5	.712	0,361	Valid
X6	.667	0,361	Valid
X7	.598	0,361	Valid
X8	.497	0,361	Valid
X9	.527	0,361	Valid
X10	.578	0,361	Valid
X11	.544	0,361	Valid
X12	-.163	0,361	Tidak Valid

Table 4. 2 Validity Test for English Learning Motivation

Item	r hitung	r tabel df = N-2 (30 responden)	Keterangan
Y1	.401	0,361	Valid
Y2	.527	0,361	Valid
Y3	.314	0,361	Tidak Valid
Y4	.573	0,361	Valid
Y5	.516	0,361	Valid
Y6	.508	0,361	Valid
Y7	.467	0,361	Valid
Y8	.392	0,361	Valid
Y9	.523	0,361	Valid
Y0	.369	0,361	Valid
Y11	.373	0,361	Valid
Y12	.562	0,361	Valid
Y13	.002	0,361	Tidak Valid
Y14	-.314	0,361	Tidak Valid
Y15	.369	0,361	Valid
Y16	-.360	0,361	Tidak Valid

2) Reliability Test

The reliability test is conducted to assess the consistency of the research instrument using the Cronbach's Alpha method. An instrument is considered reliable if it achieves a Cronbach's Alpha value of ≥ 0.70 , thereby yielding consistent and trustworthy data.

Table 4. 3 Reliability Test For High-Achieving Peers

Reliability Statistics	
Cronbach's Alpha	N of Items
.734	13

The test results show a Cronbach's Alpha of 0.734, which is greater than 0.70. Thus, the instrument for the high-achieving peer variable is deemed reliable.

Table 4. 4 Reliability Test For English Learning Motivation

Reliability Statistics	
Cronbach's Alpha	N of Items
.699	17

The test results show a Cronbach's Alpha of 0.699, which is greater than 0.70. Therefore, the instrument for the english learning motivation variable is deemed reliable.

b. Description of Variables X and Y

Table 4. 5 Descriptive Test

Descriptive Statistics								
	N	Range	Min	Max	Mean		Std. Dev	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
X	30	18	37	55	48.83	.883	4.836	23.385
Y	30	13	45	58	49.60	.575	3.147	9.903
Valid N (listwise)	30							

Based on the descriptive statistical analysis, Variable X yielded a minimum value of 37, a maximum of 55, a mean of 48.83, a standard deviation of 4.836, and a variance of 23.385. Meanwhile, Variable Y yielded a minimum value of 45, a maximum of 58, a mean of 49.60, a standard deviation of 3.147, and a variance of 9.903.

These results indicate that the mean values of both variables are relatively close. However, Variable X exhibits higher standard deviation and variance values than Variable Y, indicating that the data distribution for Variable X is more varied, whereas the data for Variable Y tends to be more homogeneous.

c. Normality Test

In this study, data normality testing was conducted using the Shapiro-Wilk test via SPSS. This method is used to compare the cumulative distribution of the sample with the theoretical normal distribution.

Table 4. 6 Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
X	.967	30	.451
Y	.940	30	.091

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

a. Lilliefors Significance Correction

Based on the normality test results, a significance value (Sig.) of 0.451 was obtained for variable X, while a significance value of 0.091 was obtained for variable Y. Both significance values are greater than 0.05; therefore, it can be concluded that the data for both variables are normally distributed.

d. Linearity Test

The linearity test is used to determine whether the relationship between the independent variable (high-achieving peers) and the dependent variable (motivation to learn English) is linear. In this study, the linearity test employs the Test for Linearity feature available in the SPSS software.

Table 4. 7 Tests of Linearity

ANOVA Table							
Y * X	Between Groups	(Combined)	Sum of Squares	df	Mean Square	F	Sig.
		Linearity	.938	1	.938	.090	.769
		Deviation from Linearity	131.862	14	9.419	.899	.578
	Within Groups		146.667	14	10.476		
	Total		279.467	29			

Based on the linearity test results, the significance value (Sig.) for "Deviation from Linearity" was 0.578, which is greater than 0.05. This indicates that there is no significant deviation from a linear relationship between the variables of peer achievement and English learning motivation. Thus, it can be concluded that the relationship between the two variables is linear; the linearity assumption has been met, and subsequent analysis can be conducted using appropriate parametric methods.

e. Hypothesis Testing

1) Simple Regression Test

A simple linear regression test is used to determine whether the independent variable (high-achieving peers) correlation the dependent variable (English learning motivation). Furthermore, this analysis aims to identify the direction of the relationship and the magnitude of the correlation between the two variables. This study employs the simple linear regression analysis method using SPSS software.

Table 4. 8 Coefficient of Determination (R-Square) Test: High-Achieving Peers and English Learning Motivation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.058 ^a	.003	-.032	3.15396

a. Predictors: (Constant), X

Based on the table, an R-value of 0.058 was obtained, indicating that the relationship between the variable of high-achieving peers and English learning motivation is very low. Meanwhile, the R-square value of 0.003 indicates that high-achieving peers account for 0.3% of the variation in English learning motivation. Consequently, 99.7% of the variation in English learning motivation is correlated by variables outside the scope of this study. Thus, H0 is accepted and H1 is rejected.

Table 4. 9 Simultaneous Significance Test (F-Test) for Simple Linear Regression
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.938	1	.938	.094	.761 ^b
	Residual	278.529	28	9.947		
	Total	279.467	29			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Based on the ANOVA (F-test) results, an F-value of 0.094 was obtained with a significance value of 0.761. Since the significance value is greater than 0.05 ($0.761 > 0.05$), the regression model is not significant. Thus, it can be concluded that variable X does not correlation variable Y; therefore, the hypothesis stating that there is an effect of variable X on variable Y is rejected.

Table 4. 10 Simple Linear Regression Coefficient Test of High-Achieving Peers on English Learning Motivation

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	53.793	6.300		8.539
	X	-.039	.126	-.058	-.307

a. Dependent Variable: Y

Based on the regression coefficient test results, the regression equation $Y = 53.793 - 0.039X$ was obtained. The regression coefficient for variable X, which is

−0.039, indicates that every one-unit increase in variable X results in a decrease of 0.039 units in variable Y. However, the t-test results show a t-statistic value of −0.307 with a significance value of 0.761. Since the significance value exceeds 0.05, it can be concluded that variable X does not have a significant effect on variable Y.

2. Result of the Interview

Following the quantitative data analysis, the author conducted interviews with four students selected through purposive sampling to gain deeper insight into the correlation between high-achieving peers and English learning motivation. The interviews were conducted using ten semi-structured questions.

Table 4.11 Respondent Profiles

Respondent	Gender	Semester
MAR	Woman	II
WGD	Woman	II
SR	Man	II
OW	Woman	II

a. Feelings Toward High-Achieving Peers

Table 4.12 Results of the interview for question number 1 from the four respondents

Questions	Summary Of Students Answers
How do you feel when a high-achieving student successfully answers a lecturer's question?	Most participants admired high-achieving peers, but their presence did not change their learning motivation. Instead, they remained focused on their own learning progress

Based on the interview results, several respondents expressed admiration for the abilities of high-achieving students and viewed them as positive role models. Nevertheless, most respondents stated that such admiration did not directly affect their learning motivation, as each student had different personal goals and learning processes.

Table 4.13 Results of the interview for question number 2 from the four respondents

Questions	Summary Of Students Answers
Do their achievements motivate you, or do they discourage you? Why?	Most participants appreciated their peers' achievements, but their learning motivation mainly came from personal goals rather than peer influence.

Based on the interview results, all respondents stated that their classmates' achievements were not the main factor influencing their motivation to learn English. Although they appreciated their classmates' accomplishments, their motivation to learn was primarily driven by their personal desire to develop their own abilities. Therefore, the interview findings indicate that students' learning motivation is correlated more by internal factors than by the achievements of their high-achieving peers.

Table 4.14 Results of the interview for question number 3 from the four respondents

Questions	Summary Of Students Answers
Have you ever felt intimidated by your high-achieving classmates? Please explain your answer?	Most participants did not feel intimidated by high-achieving peers. Those who experienced temporary feelings of insecurity remained motivated to learn.

Based on the interview results, most respondents stated that they did not feel intimidated by their high-achieving classmates. They believed that every student has different abilities and remained enthusiastic about participating in the learning process. However, some respondents admitted that they had experienced feelings of intimidation or low self-confidence, although these feelings were only temporary and instead motivated them to study harder. Overall, the presence of high-achieving classmates did not hinder the students' motivation to learn English.

Table 4.15 Results of the interview for question number 4 from the four respondents

Questions	Summary Of Students Answers
Have you ever felt less confident because some of your classmates perform much better in English? Please explain your answer.	Although some participants experienced lower self-confidence, they continued to focus on improving their own English skills and learning process.

Based on the interview results, most respondents admitted that they had experienced feelings of low self-confidence when they saw classmates with better English proficiency. However, these feelings were only temporary and did not reduce their motivation to learn. Instead, the respondents chose to remain focused on their own learning process and personal development, and some even regarded their classmates' abilities as motivation to continue improving their English skills. Overall, feelings of low self-confidence did not become a barrier to the students' motivation to learn English.

Table 4.16 Results of the interview for question number 5 from the four respondents

Questions	Summary Of Students Answers
Do you think comparing yourself with high-achieving classmates affects your motivation to learn English? Please explain your answer.	Most participants did not frequently compare themselves with high-achieving peers and preferred to view them as role models rather than competitors.

Based on the interview results, most respondents stated that comparing themselves with high-achieving classmates did not influence their motivation to learn English. Instead, they preferred to focus on their own personal development, believing that every student has different abilities, and regarded high-achieving classmates as positive role models. Overall, the respondents' motivation to learn English was correlated more by their personal goals and desire to improve their English proficiency than by comparisons with their peers.

b. English Learning Motivation

Table 4.17 Results of the interview for question number 1 from the four Respondents

Questions	Summary Of Students Answers
Since studying with high-achieving classmates, has your motivation to learn English increased or decreased? Why?	Most participants stated that their learning motivation came primarily from themselves, while high-achieving peers served only as a source of inspiration.

Based on the interview results, all respondents stated that their motivation to learn English tended to increase while studying with high-achieving classmates. This was because they gained inspiration, had opportunities to discuss and share knowledge, and became more aware of the importance of mastering English. However, most respondents emphasized that their motivation to learn English still came from their personal desire to improve their English skills. Therefore, the interview findings indicate that high-achieving peers play a greater role as a source of inspiration and a supportive learning environment rather than as the main factor correlation students' motivation to learn English.

Table 4.18 Results of the interview for question number 2 from the four Respondents

Questions	Summary Of Students Answers
Have you ever lost interest in participating in class because you felt that other students were much better than you?	Most participants remained active in class despite having higher-achieving classmates. Any feelings of low confidence were only temporary.

Based on the interview results, most respondents stated that they did not lose interest in participating in class even though they studied with high-achieving classmates. Some respondents admitted that they sometimes felt less confident when they saw classmates with better abilities or when answering questions in class. However, these feelings were only temporary and did not reduce their enthusiasm for learning or participating in class activities. In addition, the respondents believed that every student has different abilities and learning processes. Therefore, they preferred to focus on their own improvement rather than comparing themselves with high-achieving classmates.

Table 4.19 Results of the interview for question number 3 from the four Respondents

Questions	Summary Of Students Answers
Do you think that high-achieving students make classroom competition more intense?	Most participants viewed high-achieving peers as creating a positive and supportive learning environment rather than unhealthy competition.

Based on the interview results, respondents had different perceptions regarding classroom competition. Some respondents believed that the presence of high-achieving students made the classroom environment more competitive; however, they viewed this competition as something positive. Meanwhile, other respondents believed that there was no competition because students were more likely to help and support one another during the learning process. In general, respondents preferred to focus on their own personal development rather than compete with high-achieving students. Therefore, the presence of high-achieving students was not perceived as a factor that created unhealthy competition or hindered the learning process. These findings indicate that although some respondents perceived the classroom atmosphere as more competitive, such competition did not correlation their motivation to learn English.

Table 4. 20 Results of the interview for question number 4 from the four Respondents

Questions	Summary Of Students Answers
Does this competition motivate you, or does it discourage you? Why?	Participants regarded high-achieving peers as a source of inspiration, while their motivation to learn continued to come mainly from their own personal goals.

Based on the interview results, all respondents stated that the presence of high-achieving students did not discourage them from learning English. Some respondents viewed their high-achieving peers as a source of inspiration and positive role models. However, they emphasized that their motivation to learn primarily stemmed from their personal goals and their desire to improve their English proficiency. Therefore, the interview findings indicate that high-achieving students were perceived as a source of inspiration by some respondents, but they were not considered the primary factor correlating their learning motivation.

Table 4.21 Results of the interview for question number 5 from the four Respondents

Questions	Summary Of Students Answers
Have you ever avoided speaking English because you were afraid of making mistakes in front of high-achieving classmates?	Some participants were initially afraid of making mistakes when speaking English, but they continued practicing because they believed that mistakes are a natural part of the learning process.

Based on the interview results, most respondents admitted that they had experienced feelings of hesitation or lack of confidence when speaking English because they were afraid of making mistakes in front of high-achieving peers. However, they recognized that making mistakes is a natural part of the learning process and therefore continued to practice and actively participate in classroom activities. Meanwhile, one respondent stated that they had never avoided speaking English because they believed that consistent practice would improve their English proficiency. Overall, the interview findings indicate that the fear of making mistakes was only temporary and did not reduce the respondents' motivation to continue learning or participating in classroom activities.

4.2 Discussion

The findings of this study revealed that there was no significant correlation between high-achieving peers and students' motivation to learn English at Cokroaminoto Palopo University. The quantitative analysis showed that the significance value was 0.761, which was higher than 0.05, indicating that the correlation between high-achieving peers and English learning motivation was not statistically significant. In addition, the coefficient of determination (R^2) was 0.003, meaning that the correlation between high-achieving peers and English

learning motivation accounted for only 0.3% of the variation in students' English learning motivation, while the remaining 99.7% was associated with other factors outside the scope of this study.

The interview findings support the quantitative results. Most respondents stated that they admired the abilities and achievements of high-achieving students and regarded them as positive role models. However, they also emphasized that their motivation to learn English primarily came from their personal goals, their desire to improve their English proficiency, and their own learning process rather than from the presence of high-achieving peers. Although one respondent mentioned feeling more motivated after observing high-achieving classmates, this experience was not shared by the majority of respondents. Overall, the interview findings indicate that high-achieving peers were perceived as a source of inspiration rather than as a factor strongly associated with students' learning motivation.

These findings can be explained through Bandura's Social Learning Theory (1977), which states that individuals learn by observing the behavior of others. High-achieving students functioned as role models whose behaviors and academic achievements could be observed by their classmates. However, the presence of such role models was not necessarily associated with higher levels of students' learning motivation. Instead, high-achieving peers encouraged admiration and provided positive examples without showing a significant correlation with students' motivation to learn English.

The findings are also consistent with Self-Determination Theory proposed by Deci and Ryan (1985), which emphasizes that learning motivation is primarily related to intrinsic factors, such as personal goals, competence, autonomy, and the desire for self-improvement. Most respondents explained that they studied English because they wanted to improve their own abilities rather than because they wanted to compete with or imitate high-achieving classmates. This suggests that internal motivation was more closely related to students' learning behavior than the presence of high-achieving peers.

The interview findings further support the quantitative results, which indicated that there was no significant correlation between high-achieving peers and

university students' English learning motivation. Overall, the participants expressed positive attitudes toward their high-achieving classmates. Most respondents admired classmates who actively answered lecturers' questions or demonstrated strong English proficiency. However, this admiration was not necessarily accompanied by higher motivation to learn English. Instead, the majority of participants stated that their motivation primarily came from personal goals, self-improvement, and their desire to enhance their English skills rather than from the academic achievements of their peers.

These findings are consistent with the quantitative results, which showed that the relationship between high-achieving peers and students' English learning motivation was not statistically significant. Although students interacted with academically successful classmates, they did not consider their peers' achievements to be strongly related to their own learning motivation. Instead, they preferred to focus on their own learning progress and individual academic goals. Several participants emphasized that every student has different abilities, learning strategies, and personal objectives; therefore, they did not continuously compare themselves with high-achieving classmates.

The interviews also revealed that some participants occasionally experienced feelings of insecurity or lower self-confidence when interacting with classmates who demonstrated higher English proficiency. Nevertheless, these feelings were temporary and were not accompanied by a substantial reduction in their motivation to learn. Most participants explained that after recognizing that everyone progresses at a different pace, they regained their confidence and continued participating actively in classroom activities. This suggests that although interaction with high-achieving peers may be associated with students' emotional experiences, such experiences were not significantly correlated with their long-term learning motivation.

Another important finding is that students tended to perceive high-achieving classmates as sources of inspiration rather than as academic competitors. Participants frequently described these classmates as good examples who encouraged them to continue learning. However, they consistently emphasized that their motivation originated primarily from within themselves rather than from

a desire to outperform others. Even when the classroom atmosphere was perceived as more competitive, students generally regarded it as a positive challenge rather than as a factor strongly related to their learning motivation.

Furthermore, the interviews indicated that students did not avoid using English simply because they studied alongside high-achieving peers. Although several participants admitted feeling anxious about making pronunciation or grammatical mistakes, they eventually accepted that making mistakes is a natural part of the learning process. Consequently, they continued practicing English and participating in classroom discussions despite occasional feelings of nervousness. This finding suggests that students' willingness to participate in English learning activities was not strongly correlated with the presence of high-achieving peers.

These qualitative findings can be explained by Self-Determination Theory proposed by Deci and Ryan (2000), which suggests that intrinsic motivation is primarily related to individuals' internal interests, personal goals, and psychological needs rather than external social factors. In this study, students demonstrated strong intrinsic motivation by emphasizing self-improvement and personal achievement instead of identifying high-achieving peers as their primary source of motivation.

The findings are also consistent with Zimmerman (2000), who argued that students with strong self-regulated learning tend to manage their own learning processes according to their personal goals and learning strategies. This perspective suggests that students' motivation may be more closely related to their ability to regulate their own learning than to their interaction with academically successful peers. Therefore, high-achieving peers may provide encouragement or positive examples without necessarily showing a significant correlation with students' learning motivation.

In addition, Bandura's (1986) Social Cognitive Theory explains that observing successful peers can serve as a source of observational learning. However, the relationship between observing successful peers and students' motivation may depend on individual factors, particularly self-efficacy. The interview findings suggest that participants believed their academic progress depended more on their own effort than on comparisons with classmates. Therefore, high-achieving peers

functioned mainly as role models rather than as a factor strongly correlated with students' English learning motivation.

Similarly, Pintrich (2003) emphasized that students' learning motivation is closely related to internal factors such as goal orientation, task value, and self-beliefs. This perspective supports the present findings, in which participants consistently reported that their desire to improve their English proficiency originated primarily from personal aspirations rather than from the presence of high-achieving classmates.

Overall, the qualitative findings provide further support for the quantitative results. Although high-achieving peers were viewed positively and often regarded as inspirational figures, the findings did not demonstrate a significant correlation between high-achieving peers and students' English learning motivation. Instead, students' motivation was primarily associated with intrinsic factors, including personal goals, self-development, and the desire to improve their English proficiency. Therefore, the interview findings reinforce the quantitative conclusion that there is no significant correlation between high-achieving peers and university students' English learning motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to determine whether high-achieving peers correlation students' motivation to learn English at Cokroaminoto Palopo University. Based on the findings and discussion of this study, it can be concluded that there was no significant correlation between high-achieving peers and the English learning motivation of second-semester students at Cokroaminoto Palopo University. The quantitative analysis showed a significance value of 0.761, which was higher than 0.05. Therefore, the null hypothesis (H_0) was accepted, indicating that there was no statistically significant correlation between high-achieving peers and students' English learning motivation. Furthermore, the coefficient of determination (R^2) of 0.003 indicated that the relationship between the two variables accounted for only 0.3% of the variation in students' English learning motivation.

The interview findings also supported the quantitative results. Although most students viewed high-achieving peers positively and considered them as role models and sources of inspiration, their motivation to learn English was primarily associated with personal goals, self-improvement, and the desire to develop their English proficiency. Students generally did not consider the achievements of their peers as an important factor related to their motivation to learn English.

Therefore, the findings indicate that high-achieving peers may serve as positive examples and sources of inspiration, but there was no significant correlation between high-achieving peers and students' English learning motivation in this study. Students' motivation was more closely related to internal factors, such as personal goals, self-confidence, self-improvement, and individual learning needs.

5.2 Suggestion

1. For Students

Students are encouraged to develop their intrinsic motivation to learn English by setting clear learning goals, practicing consistently, and actively participating in classroom activities. Although high-achieving peers may serve as positive role

models, students should recognize that their learning motivation primarily comes from their own willingness to improve their English proficiency.

2. For Lecturers

Lecturers are expected to create a supportive and inclusive learning environment that encourages all students to participate actively, regardless of their academic achievement. Learning activities that promote collaboration, discussion, and peer support may help students feel more confident and engaged in learning English.

3. For Future Researchers

Future researchers are encouraged to investigate other factors that may influence students' motivation to learn English, such as self-efficacy, learning strategies, family support, teacher support, learning environment, or technological factors. Future studies may also involve a larger number of participants or different educational settings to obtain broader findings regarding students' English learning motivation.

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APPENDICES

APPENDIX 1

RESEARCH INSTRUMENT

A. HIGH-ACHIEVING PEERS QUESTIONNAIRE (X)

Based on Social Learning Theory & Social Support Theory

Instructions:

Please read each statement carefully and choose the answer that best describes your opinion.

Use the following scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Section A: Modeling / Role Model

No	Statement	1	2	3	4	5
1	I often observe how my high-achieving peers study English.	☐	☐	☐	☐	☐
2	High-achieving peers set a good example in learning English.	☐	☐	☐	☐	☐
3	I want to imitate the learning strategies used by my high-achieving peers.	☐	☐	☐	☐	☐
4	Seeing my peers excel motivates me to study harder.	☐	☐	☐	☐	☐

Section B: English Competence of Peers

No	Statement	1	2	3	4	5
1	My high-achieving peers have good English proficiency	☐	☐	☐	☐	☐
2	My peers are active and confident when speaking English in class.	☐	☐	☐	☐	☐
3	My high-achieving peers often receive high grades in English courses.	☐	☐	☐	☐	☐
4	My high-achieving peers often help explain English materials to others.	☐	☐	☐	☐	☐

Section C: Interaction & Social Influence

No	Statement	1	2	3	4	5
1	I feel supported when studying with my high-achieving peers.	☐	☐	☐	☐	☐
2	High-achieving peers positively influence my learning habits.	☐	☐	☐	☐	☐
3	I feel more confident practicing English with high-achieving peers.	☐	☐	☐	☐	☐
4	The presence of high-achieving peers creates a positively competitive learning atmosphere.	☐	☐	☐	☐	☐

B. ENGLISH LEARNING MOTIVATION QUESTIONNAIRE (Y)

Based on Self-Determination Theory (SDT)

Section A: Intrinsic Motivation (Interest & Enjoyment)

No	Statement	1	2	3	4	5
1	I learn English because I enjoy it.	☐	☐	☐	☐	☐
2	English is interesting to me.	☐	☐	☐	☐	☐
3	I feel enthusiastic when learning English.	☐	☐	☐	☐	☐
4	I want to improve my English skills because I personally desire it.	☐	☐	☐	☐	☐

Section B: Extrinsic Motivation (Instrumental)

No	Statement	1	2	3	4	5
1	I learn English because it is important for my future.	☐	☐	☐	☐	☐
2	I learn English because it is useful for the job market.	☐	☐	☐	☐	☐
3	I learn English to obtain good grades.	☐	☐	☐	☐	☐
4	I want to improve my English to easily take tests such as TOEFL/IELTS.	☐	☐	☐	☐	☐

Section C: Self-Efficacy (Bandura)

No	Statement	1	2	3	4	5
1	I believe I can master English if I work hard	☐	☐	☐	☐	☐
2	I feel capable of following English lessons.	☐	☐	☐	☐	☐
3	I am confident when using English.	☐	☐	☐	☐	☐
4	I feel that my English skills are continually improving.	☐	☐	☐	☐	☐

Section D: Social Relatedness (SDT)

No	Statement	1	2	3	4	5
1	I feel supported by my friends when learning English.	☐	☐	☐	☐	☐
2	Studying with friends makes me more motivated to learn English	☐	☐	☐	☐	☐
3	I feel comfortable practicing English with my classmates.	☐	☐	☐	☐	☐
4	I want to participate more in group English learning activities.	☐	☐	☐	☐	☐

APPENDIX 2

INTERVIEW

Section A. Feelings Toward High-Achieving Peers

- 1) How do you usually feel when high-achieving students answer the lecturer's questions?
- 2) Do their achievements motivate or discourage you? Why?
- 3) Have you ever felt intimidated by high-achieving classmates? Could you explain?
- 4) Have you ever felt less confident because some classmates perform much better in English?
- 5) Do you think comparing yourself with high-achieving peers affects your motivation to learn English? How?

Section B. Learning Motivation

- 1) Since studying with high-achieving classmates, has your motivation to learn English increased or decreased? Why?
- 2) Have you ever lost interest in participating in class because you felt others were much better?
- 3) Do you think high-achieving students make classroom competition stronger?
- 4) Does this competition encourage or discourage you? Why?
- 5) Have you ever avoided speaking English because you were afraid of making mistakes in front of high-achieving classmates?

APPENDIX 3

Validity Test of High-Achieving Peers

		Correlations												TOTAL
		X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	
01	Pearson Correlation	1	.644**	.442*	.292	.283	.425*	.226	.049	.041	-.027	-.138	-.207	.471**
	Sig. (2-tailed)		.000	.015	.117	.130	.019	.231	.797	.831	.887	.467	.272	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
02	Pearson Correlation	.644**	1	.660**	.586**	.592**	.380*	.370*	.152	.126	-.014	.024	-.333	.654**
	Sig. (2-tailed)	.000		.000	.001	.001	.038	.044	.423	.506	.941	.901	.072	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
03	Pearson Correlation	.442*	.660**	1	.708**	.726**	.484**	.297	.147	-.057	.171	.155	-.368*	.694**
	Sig. (2-tailed)	.015	.000		.000	.000	.007	.110	.438	.764	.365	.413	.045	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
04	Pearson Correlation	.292	.586**	.708**	1	.904**	.685**	.329	.040	-.077	-.013	-.022	-.481**	.627*
	Sig. (2-tailed)	.117	.001	.000		.000	.000	.076	.834	.685	.946	.909	.007	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
05	Pearson Correlation	.283	.592**	.726**	.904**	1	.707**	.344	.131	.013	.080	.068	-.341	.712**
	Sig. (2-tailed)	.130	.001	.000	.000		.000	.063	.490	.944	.673	.721	.066	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
06	Pearson Correlation	.425*	.380*	.484**	.685**	.707**	1	.523**	.305	.052	.116	.044	-.481**	.667**
	Sig. (2-tailed)	.019	.038	.007	.000	.000		.003	.101	.787	.542	.819	.007	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
07	Pearson Correlation	.226	.370*	.297	.329	.344	.523**	1	.526**	.239	.172	.180	-.360	.598**
	Sig. (2-tailed)	.231	.044	.110	.076	.063	.003		.003	.204	.362	.341	.051	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
08	Pearson Correlation	.049	.152	.147	.040	.131	.305	.526**	1	.502**	.366*	.276	-.276	.497*

Validity Test for English Learning Motivation

[illegible]

APPENDIX 4**DOCUMENTATIONS**



APPENDIX 5



UNIVERSITAS COKROAMINOTO PALOPO
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Latammacelling No. 9 B Kota Palopo Sulawesi Selatan
 Tlp. 0471-23421 Website <http://www.uncp.ac.id>

Nomor : 067/FKIP/UNCP/IV/2026
 Lampiran : -
 Perihal : Permohonan izin melakukan penelitian

Palopo, 13 April 2026

Kepada Yth.
 Ketua Program Studi Pend. Bahasa Inggris
 di-
 Tempat

Dengan Hormat,
 Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama : Yuliana
 NIM : 2201404014
 Tempat/Tanggal Lahir : Saluampak, 10 Februari 2003
 Jenis Kelamin : Perempuan
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Alamat : Pattene Kota Palopo
 Waktu Penelitian : April - Mei 2026

Dimohon kesediaan Bapak/Ibu untuk memberi izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (**Skripsi**) yang berjudul "**The Influence of High-Achieving Peers on Students' Motivation to Learn English at Cokroaminoto Palopo University**".

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP.

Dr. Raldy, M.Pd.
 NIDN. 0920078501

Tembusan disampaikan kepada yang terhormat:

1. Rektor UNCP (Sebagai Laporan)
2. Arsip

Question No. 1	Responses
<i>Bagaimana perasaan anda ketika mahasiswa yang berprestasi tinggi menjawab pertanyaan dosen?</i> (How do you feel when a high-achieving classmate answers the lecturer's question?)	<i>Ehh... kalau saya, waktu teman yang berprestasi jawab pertanyaan dosen, ya pasti kagum kak. Kayak, 'wah, dia memang paham materinya. Tapi... emm... itu tidak bikin motivasi belajar ku berubah. Soalnya punya ka my own way buat belajar, dan tujuan ku juga beda. Jadi lebih focus ka sama perkembangan diri ku sendiri.</i> (Well, for me, when a high-achieving classmate answers the lecturer's question, I definitely feel impressed. I think, 'Wow, they really understand the material.' However, it doesn't change my motivation to learn because I have my own way of studying, and my goals are different. So, I prefer to focus on my own personal growth.)
	<i>Ehh... kalau saya biasa aja waktu ada teman yang pintar jawab pertanyaan dosen. Ya memang mereka bisa jawab karena mungkin lebih paham. Menurut ku, it's okay, karena semua orang punya kesempatan yang sama buat belajar dan ikut aktif di kelas.</i> (Well, for me, it's just normal when a classmate answers the lecturer's question correctly. They can answer it because they probably understand the material better. I think it's okay because everyone has the same opportunity to learn and actively participate in class.)
	<i>Kagumka kalau ada teman yang bisa jawab pertanyaan dosen dengan lancar. Kayak, 'wah, dia memang paham materinya.' Tapi ya, ehhh... apa</i>

	<i>dih...menurut ku setiap orang kan punya kemampuan dan emm.. cara belajarnya masing-masing. Jadi, ku rasa it's okay, itu tidak langsung ngaruh jih ke motivasi belajarku.</i> (I feel impressed when a classmate can answer the lecturer's question confidently. I think, 'Wow, they really understand the material.' However, I believe that everyone has different abilities and learning methods. So, I think it's okay, and it does not directly affect my motivation to learn.) <i>Senang sih lihat mereka bisa jawab pertanyaan dosen dengan baik. Kadang ku pikir, 'wah, saya juga harus lebih rajin belajar supaya sama kek mereka.' Jadi, ya... sedikit banyak itu bikin ka lebih semangat buat belajar.</i> (I feel happy when I see them answer the lecturer's questions well. Sometimes I think, 'I should study harder so that I can be like them.' So, to some extent, it motivates me to study more.)
--	--

Question No. 2	Responses
<i>Apakah prestasi mereka memotivasi atau justru membuat Anda kurang termotivasi? Mengapa?</i> (Do your high-achieving classmates' achievements motivate you, or do they make you feel less motivated to learn English? Why?)	<i>Kalau saya, emm... tentu kuhargai prestasi nya mereka. It's really good, sih, kalau ada teman yang nilainya bagus atau aktif di kelas. Tapi, ehh... itu bukan alasan utama ku jadi lebih semangat belajar. Motivasi belajarku lebih kee... karena pengen ka improve myself dan nambah kemampuan sendiri.</i>

	(Well, I certainly appreciate their achievements. It's really good to have classmates who get good grades or actively participate in class. However, that is not the main reason I become more motivated to study. My motivation mainly comes from my desire to improve myself and develop my own abilities.)
	<i>Ehhh... tetap ka hargai prestasinya mereka. Menurut ku sih itu bagus. Tapi ya... itu tidak terlalu ngaruh ke motivasi belajar ku. Karna belajarka sesuai tujuan ku dan pengen latih ka kemampuan ku pelan-pelan.</i> (I still appreciate their achievements. I think it's a good thing. However, their achievements do not really affect my motivation to learn because I study according to my own goals and want to improve my abilities step by step)
	<i>Emm... ku hargai prestasinya mereka. Dan menurut ku itu bagus, sih. Tapi ehh...kalau soal motivasi belajar, ya bukan karena mereka. Ehh ...belajar ka lebih karena memang pengen improve kemampuan bahasa Inggris ke sendiri.</i> (I appreciate their achievements, and I think they're a good thing. However, when it comes to my learning motivation, it is not because of them. I study mainly because I want to improve my own English skills)

	<i>menurut ku lebih memotivasi. Soalnya ehheh ngerasa ka, if they can do it, berarti saya juga punya kesempatan buat berkembang, asal mau terus belajar dan Latihan.</i> (I think it is motivating because I feel that if they can do it, then I also have the opportunity to improve, as long as I keep learning and practicing.)

Question No. 3	Responses
<i>Apakah Anda pernah merasa terintimidasi oleh teman sekelas yang berprestasi tinggi? Jika ya, bisakah Anda menjelaskan?</i> (Have you ever felt intimidated by a high-achieving classmate? If yes, could you explain why?)	<i>Tidak. Ehh... menurut ku kita semua masih dalam proses belajar. Jadi, ya... setiap mahasiswa punya kemampuan yang berbeda-beda. Teman yang berprestasi memang bisa jadi a good example, tapi yah itu.. bukan berarti itu langsung memengaruhi motivasi belajar ku. Karna tetap ka belajar sesuai kemampuan dan target ku.</i> (No. I think we are all still in the learning process, and every student has different abilities. High-achieving classmates can certainly be good role models, but that does not directly influence my motivation to learn. I continue to study based on my own abilities and personal goals.) <i>Eggak. saya tetap semangat ikut pembelajaran. Kalau ada materi yang belum ku paham, biasanya ku tanya dosen atau teman. Jadi saya nggak merasa terintimidasi atau gimana.</i> (No. I remain enthusiastic about

participating in class. If there is any material I do not understand, I usually ask the lecturer or my classmates. Therefore, I do not feel intimidated by high-achieving classmates.)

Ehh... pernah saya ngerasa agak minder waktu diskusi atau kerja kelompok sama teman yang prestasinya lebih bagus. Kayak eh...takut jawaban ku salah. Tapi ya... cuma sebentar aja. Setelah itu tetap ka ikut diskusi dan tetap semangat belajar.

(Yes, I have. I sometimes felt a little insecure when discussing or working in groups with classmates who had higher academic achievements. I was afraid that my answers might be wrong. However, those feelings only lasted for a short time. After that, I continued participating in discussions and remained motivated to learn)

Pernah, apalagi kalau mereka eh.. lancar banget pake bahasa Inggris. Awalnya sempat ka minder dan eh... ngerasa kemampuan ku masih kurang. Tapi lama-lama saya mikir, it's okay,itu justru jadi penyemangat buat ku belajar lebih giat.

(Yes, especially when they speak English very fluently. At first, I felt a little insecure and thought that my English ability was still lacking. However, over time, I realized that it was okay, and it actually motivated me to study harder)

Question No. 4	Responses
<i>Apakah Anda pernah merasa kurang percaya diri karena ada teman sekelas yang kemampuan bahasa Inggrisnya jauh lebih baik?</i> (Have you ever felt less confident because a classmate's English proficiency was much better than yours?)	<i>Ehh... pernah. Kadang waktu lihat ka teman ku lebih cepat paham atau lebih aktif jawab di kelas, sempat ka ehh...feel a little insecure. Tapi... ya cuma sebentar aja. Habis itu saya mikir lagi kalau semua orang punya proses belajar yang berbeda. Jadi akhirnya saya tetap semangat belajar dan keep going.</i> (Yes, I have. Sometimes, when I see my classmates understand the material more quickly or actively answer questions in class, I feel a little insecure. However, those feelings only last for a short time. After that, I remind myself that everyone has a different learning process, so I stay motivated to learn and keep going.)
	<i>Pernah. Ehh... cuma sekali saya sempat ngerasa kurang percaya diri. Tapi ya nggak lama juga. Habis itu emmm..ku pikir lagi kalau setiap orang proses belajarnya beda, jadi eh.. lebih fokus ka sama proses belajar ku sendiri.</i> (Yes, I have. There was one time when I felt less confident. However, it did not last long. I soon realized that everyone has a different learning process, so I chose to focus on my own learning journey.)
	<i>Iya, pernah. kadang ka ngerasa kurang percaya diri kalau lihat kemampuan bahasa Inggris nya mereka lebih baik dari saya. Tapi emm..ku sadari setiap orang punya kemampuan</i>

	<i>yang beda-beda. Jadi lebih milih focus ka belajar dan pelan-pelan ngembangin kemampuan saya sendiri.</i> (Yes, I have. Sometimes I feel less confident when I see that my classmates have better English skills than I do. However, I realize that everyone has different abilities. Therefore, I choose to focus on my own learning and gradually improve my English skills.)
	<i>Iya, pernah. Ehh... kadang saya takut salah kalau disuruh ngomong bahasa Inggris di depan kelas. Takut ehh....salah pengucapan atau em...tata bahasanya. Tapi ya tetap ku coba, biar pelan-pelan lebih terbiasa dan lebih percaya diri.</i> (Yes, I have. Sometimes I feel less confident when I see that my classmates have better English skills than I do. However, I realize that everyone has different abilities. Therefore, I choose to focus on my own learning and gradually improve my English skills)

Question No. 5	Responses
<i>Apakah menurut Anda membandingkan diri dengan teman yang berprestasi tinggi memengaruhi motivasi Anda untuk belajar bahasa Inggris? Bagaimana?</i> (Do you think comparing yourself to high-achieving classmates affects your motivation to learn English? How?)	<i>Iya, pernah. Ehh... saya sempat membandingkan diri sama teman yang prestasinya lebih tinggi. Emm....sempat mikir, 'kok mereka bisa lebih cepat paham, ya?' Tapi setelah itu saya sadar kalau setiap orang punya kelebihan masing-masing. Emmm....Everyone has different strengths. Jadi sekarang lebih memilih fokus sama perkembangan diri sendiri daripada terus emm..membandingkan diri dengan</i>

	<i>orang lain.</i> (Yes, I have compared myself to classmates who have higher academic achievements. At first, I wondered, 'How can they understand the material so quickly?' However, I eventually realized that everyone has their own strengths. Everyone has different strengths. Therefore, I now choose to focus on my own progress rather than constantly comparing myself to others.)
	<i>Ehh...tidak terlalu ka suka bandingkan diri sama teman yang lebih berprestasi. Menurut saya, apa itu....everyone has their own learning process. Jadi ehh...lebih fokus ka buat belajar sesuai kemampuan sendiri, dan itu emm..nggak terlalu memengaruhi motivasi belajar ku.</i> (I do not usually compare myself to classmates who have higher academic achievements. I believe that everyone has their own learning process. Therefore, I prefer to focus on learning according to my own abilities, and it does not really affect my motivation to learn English.)
	<i>Kalau saya sih, ehh... tidak terlalu suka bandingin diri sama teman yang lebih berprestasi. Emm...Saya lebih lihat mereka sebagai good example. Karna Motivasi ku buat belajar tetap datang dari diri sendiri, karena saya memang mau terus ehh.. ningkatin kemampuan bahasa Inggris saya.</i>

	(I do not usually compare myself to classmates who have higher academic achievements. Instead, I see them as good role models. My motivation to learn comes from within myself because I genuinely want to continue improving my English skills.)
	<i>ya, menurut ku ada pengaruhnya. Ehh... kalau membandingkan diri secukupnya, saya jadi lebih semangat buat belajar. Tapi kalau terlalu sering, emm... kadang malah bikin overthinking dan jadi kurang percaya diri. Jadi sekarang lebih milih ambil sisi positifnya aja.</i> (Yes, I think it does. Comparing myself to others in moderation motivates me to study harder. However, if I compare myself too often, it sometimes makes me overthink and feel less confident. Therefore, I now choose to focus only on the positive side of those comparisons.)

Part B Learn Motivation

Question No. 1	Responses
<i>Sejak belajar bersama teman sekelas yang berprestasi tinggi, apakah motivasi Anda untuk belajar bahasa Inggris meningkat atau menurun? Mengapa?</i> (Since studying with high-achieving classmates, has your motivation to learn English increased or decreased? Why?)	<i>Ehh... kalau saya, motivasi belajar memang lebih dari diri sendiri. Dan emm... Saya mau kemampuan bahasa Inggrisku makin bagus. Teman-teman yang berprestasi memang jadi inspirasi, tapi eh... bukan faktor utama yang bikin ka semangat belajar. Em..lebih fokus buat paham materi sesuai kemampuan ku sendiri.</i> (For me, my motivation to learn mainly comes from within myself

	because I want to improve my English skills. High-achieving classmates do inspire me, but they are not the main reason I stay motivated. I prefer to focus on understanding the material according to my own abilities.)
	<i>Ehh...motivasi belajar ku malah meningkat. Emm.. Soalnya saya bisa saling berbagi ilmu dan eh..sering diskusi sama teman-teman. It's helpful, sih. Tapi motivasi ku tetap lebih banyak datang dari diri sendiri karena saya memang..... mau terus belajar dan meningkatkan kemampuan bahasa Inggris ku.</i> (My motivation to learn has actually increased. I can share knowledge and often have discussions with my classmates, which is very helpful. However, my motivation still mainly comes from within myself because I genuinely want to continue learning and improving my English skills.)
	<i>Motivasi belajar kumemang pelan-pelan meningkat. Soalnya ehh... lingkungan di kelas banyak teman yang kemampuan bahasa Inggrisnya bagus, jadi emm..sadar ka kalau saya juga harus terus belajar. Tapi ya, eh... motivasi belajarku tetap datang dari diri sendiri.</i> (My motivation to learn has gradually increased because many of my classmates have strong English skills. This makes me realize that I also need to keep learning and improving.

	However, my motivation still comes primarily from within myself.)
	<i>Meningkat. Ehh.. Soalnya lihat teman-teman yang berprestasi bikin ka juga terus belajar dan asah kemampuan bahasa Inggris ku.</i> (My motivation has increased because seeing my high-achieving classmates encourages me to keep learning and continue improving my English skills.)

Question No. 2	Responses
<i>Apakah Anda pernah kehilangan minat untuk berpartisipasi di kelas karena merasa teman-teman lain jauh lebih baik?</i> (Have you ever lost interest in participating in class because you felt that your classmates were much better than you?)	<i>Emm... pernah sempat kurang percaya diri waktu lihat teman yang lebih berprestasi. Kayak ngerasa ehh...mereka lebih cepat paham. Tapi ya itu Cuma.....sementara. Setelah itu tetap ka ikut belajar dan tetap aktif di kelas sebisa ku.</i> (Yes, I have. I sometimes felt less confident when I saw classmates with higher academic achievements. I felt that they understood the material more quickly than I did. However, those feelings were only temporary. After that, I continued participating in class and remained as active as I could) <i>Tidak, sih. Saya ehh..merasa biasa aja dan tidak pernah merasa emm... terintimidasi sama teman yang lebih berprestasi. Menurut ku,setiap orang punya kemampuan yang berbeda-beda, jadi lebih fokus ka sama proses ku sendiri.</i> (No, I have not. I feel that it is completely normal, and I have never felt

	intimidated by classmates with higher academic achievements. I believe that everyone has different abilities, so I prefer to focus on my own learning process.)
	<i>Pernah sempat ka kurang percaya diri waktu mau jawab pertanyaan dosen. Ku pikir eh...kalau mungkin teman lain jawabannya lebih bagus. Tapi itu cuma sesekali ji. Setelah itu emm.. tetap ka coba ikut jawab dan tetap aktif di kelas.</i> (Yes, I have. I sometimes felt less confident when I wanted to answer the lecturer's questions because I thought that my classmates might have better answers. However, that only happened occasionally. After that, I still tried to answer the questions and remained active in class.) <i>Emm...tidak pernah. Saya tetap berusaha aktif di kelas. Menurut ku,emm... semua orang punya kesempatan yang sama buat belajar dan berkembang, jadi saya tetap coba ikut berpartisipasi.</i> (No, I have never lost interest in participating in class. I always try to stay active because I believe that everyone has the same opportunity to learn and improve. Therefore, I continue to participate in classroom activities.)

Question No. 3	Responses
<i>Apakah menurut Anda keberadaan mahasiswa yang berprestasi tinggi</i>	<i>Ehh... menurutku adanya teman yang berprestasi tidak buat mmm..persaingan</i>

membuat persaingan di kelas menjadi lebih kuat?

(Do you think the presence of high-achieving students makes the classroom environment more competitive?)

jadi masalah. Soalnya setiap orang kan punya kemampuan dan proses belajar yang beda-beda. Jadi saya lebih milih fokus sama eh...perkembangan diri sendiri daripada sibuk bersaing sama teman.

(I do not think that having high-achieving classmates makes competition in the classroom a problem. Everyone has different abilities and learning processes. Therefore, I prefer to focus on my own personal growth rather than competing with my classmates.)

menurut ku tidak ada persaingan di kelas. Justru kami lebih sering saling bantu kalau ada materi yang belum dipahami. Lebih ke eh...We support each other, jadi suasana belajarnya juga enak.

(I do not think there is much competition in our class. Instead, we often help each other whenever someone does not understand the material. We support each other, which creates a comfortable and positive learning environment.)

menurut ku suasana kelas memang terasa lebih eh... kompetitif. karena ada beberapa teman yang kemampuan bahasa Inggrisnya lebih baik. Tapi saya nggak terlalu anggap itu sebagai persaingan. It's just part of the learning process. Lebih milih ka fokus buat asah kemampuan ku sendiri.

(I think the classroom atmosphere is somewhat more competitive because some classmates have better English

	skills. However, I do not really see it as a competition. I see it as part of the learning process, so I prefer to focus on improving my own English skills.)
	<i>Iya, menurut saya suasana kelas jadi lebih kompetitif. Ehh... tapi saya lihat itu sebagai hal yang positif. It's a good challenge, jadi kami sama-sama lebih semangat buat belajar.</i> (Yes, I think the classroom atmosphere has become more competitive. However, I see it as something positive. It is a good challenge that encourages all of us to become more motivated to learn.)

Question No. 4	Responses
<i>Apakah persaingan tersebut mendorong atau justru mengurangi semangat Anda untuk belajar? Mengapa?</i> (Does this competition encourage or reduce your motivation to learn? Why?)	<i>Kalau saya, ehh... teman yang berprestasi itu lebih yang ku lihat sebagai emm..good example. Tapi motivasi belajar ku tetap datang dari diri sendiri karena ku rasa memang mau ka kemampuan bahasa Inggris ku lebih baik. Jadi ehh....kehadiran mereka tidak terlalungaruh ke motivasiku.</i> (For me, I see high-achieving classmates as good role models. However, my motivation to learn still comes from within myself because I genuinely want to improve my English skills. Therefore, their presence does not have a major influence on my motivation.) <i>Adanya teman yang berprestasi memang cukup beri emmm....inspirasi buat terus belajar. Tapi motivasi ku tetap berasal dari diri sendiri. Karna</i>

memang mau ka kemampuan bahasa Inggris ku jadi lebih baik.

(Having high-achieving classmates does inspire me to keep learning. However, my motivation still comes primarily from within myself because I truly want to improve my English skills.)

Ehh... teman yang berprestasi itu ku lihat sebagai good example. Mereka bikin ka sadar kalau emmm...saya juga harus terus belajar. Tapi motivasi ku bukan karena mau kalahkan mereka, melainkan karena memang punya ka tujuan buat ehheh..kasih bagus kemampuan bahasa Inggris ku.

(I see high-achieving classmates as good role models. They make me realize that I also need to keep learning. However, my motivation is not driven by a desire to outperform them, but rather by my own goal of improving my English skills.)

Menurutku lebih memotivasi. Saya jadi pengen terus belajar dan memperbaiki kemampuan bahasa Inggris saya. Tapi bukan karena mau ngalahin teman, ya. Saya lebih fokus buat kembangkan kemampuan diri sendiri.

(I think it motivates me more. It encourages me to keep learning and improve my English skills. However, my motivation is not to compete with or outperform my classmates. Instead, I

focus on developing my own abilities.)

Question No. 5	Responses
<i>Apakah Anda pernah menghindari berbicara dalam bahasa Inggris karena takut melakukan kesalahan di depan teman sekelas yang berprestasi tinggi?</i> (Have you ever avoided speaking English because you were afraid of making mistakes in front of high-achieving classmates?)	<i>Iya, pernah. Ehh... dulu sempat ragu buat ngomong bahasa Inggris di depan teman-teman karena takut salah. Takut pengucapannya kurang benar atau emm...grammar-nya salah. Tapi lama-lama sadar kalau eh...salah itu memang bagian dari proses belajar. Jadi sekarang tetap ka coba bicara bahasa Inggris di kelas, walaupun masih ada rasa gugup.</i> (Yes, I have. I used to hesitate to speak English in front of my classmates because I was afraid of making mistakes. I worried that my pronunciation or grammar might be incorrect. However, over time, I realized that making mistakes is a natural part of the learning process. Now, I still try to speak English in class, even though I sometimes feel nervous.) <i>Iya, ehh... kadang saya kurang percaya diri kalau ada ehh...kosakata bahasa Inggris yang tidak saya tahu artinya. Jadi agak ragu buat ngomong. Tapi kalua saya sudah paham materinya atau tahu kosakata yang dipakai, emm.. jadi bisa ka lebih percaya diri dan lebih lancar. So, it depends on seberapa paham ka sama materinya.</i> (Yes, sometimes I feel less confident when I come across English vocabulary that I do not know. As a result, I hesitate to speak. However, when I understand the material or know the vocabulary

being used, I become more confident and can speak more fluently. So, it depends on how well I understand the material)

Pernah. Ehh... kadang ragu buat pake bahasa Inggris waktu presentasi atau pas eh..sesi tanya jawab karena takut salah. Takut eemm..pengucapannya kurang tepat atau grammar-nya salah. Tapi lama-lama sadar kalau salah itu memang bagian dari proses belajar. Jadi sekarang tetap ka berusaha buat keep practicing dan tidak menghindari kesempatan buat bicara di depan kelas.

(Yes, I have. Sometimes I hesitate to speak English during presentations or question-and-answer sessions because I am afraid of making mistakes. I worry that my pronunciation or grammar may not be accurate. However, over time, I realized that making mistakes is part of the learning process. Therefore, I continue to practice and do not avoid opportunities to speak English in front of the class.)

Tidak pernah. saya tetap coba pake bahasa Inggris walaupun kadang masih salah. Soalnya saya percaya kalau eh...making mistakes is part of learning. Justru kalau sering mencoba, emm...kemampuan ku bisa pelan-pelan berkembang dan jadi lebih percaya diri.

(No, I have never avoided speaking English. I still try to use English even though I sometimes make mistakes

because I believe that making mistakes is part of the learning process. The more I practice, the more my English skills gradually improve, and the more confident I become.)