

ABSTRACT

Dewayanti, Ni Putu Wulan (2026), The Contribution of Students' Motivation and Self-Efficacy to Learning Grit in English Classes at Senior High School: a Mixed Method Study. Thesis, English Language Education, Post Graduate Study Program, Ganesha University of Education.

Keywords: motivation, self-efficacy, learning grit, experiences, perceptions.

This study investigated the contribution of students' motivation and self-efficacy to learning grit in English classes at senior high school. The study employed an explanatory sequential mixed-methods design, in which quantitative data collection and analysis were followed by qualitative data collection and analysis to provide a deeper interpretation of the statistical findings. The quantitative phase involved 196 senior high school students who were selected using simple random sampling. Data were collected through questionnaires measuring motivation, self-efficacy, and learning grit, while the qualitative phase involved semi-structured interviews with six selected participants. The quantitative data were analyzed using descriptive statistics, assumption tests, simple linear regression and multiple linear regression analysis, whereas the qualitative data were analyzed using descriptive qualitative analysis.. The results of the quantitative analysis revealed that motivation and self-efficacy simultaneously contributed significantly to students' learning grit, with the regression model yielding $R = 0.771$, $R^2 = 0.594$, Adjusted $R^2 = 0.590$, and $F(2,193) = 141.00$, $p < .001$. The findings indicated that 59.4% of the variance in learning grit could be explained by motivation and self-efficacy, while the remaining 40.6% was influenced by other factors outside the scope of this study. The results of interview showed that students' experiences of motivation, self-efficacy, and learning grit were contributed by personal aspirations, academic achievement, learning experiences, and external encouragement. Furthermore, the students' perceptions indicated that motivation and self-efficacy were closely interconnected and mutually reinforcing factors in developing learning grit. Students perceived motivation as providing the purpose for continued effort, while self-efficacy provided the confidence necessary to overcome challenges and sustain persistence in learning English.

ABSTRAK

Dewayanti, Ni Putu Wulan (2026), *Kontribusi Motivasi dan Self-Efficacy Siswa terhadap Learning Grit dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas: Sebuah Studi Mixed Method. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.*

Kata kunci: motivasi, self-efficacy, learning grit, pengalaman, persepsi.

Penelitian ini bertujuan untuk menginvestigasi kontribusi motivasi dan self-efficacy siswa terhadap learning grit dalam pembelajaran bahasa Inggris di sekolah menengah atas. Penelitian ini menggunakan desain explanatory sequential mixed-methods, di mana pengumpulan dan analisis data kuantitatif diikuti oleh pengumpulan dan analisis data kualitatif untuk memberikan interpretasi yang lebih mendalam terhadap temuan statistik. Fase kuantitatif melibatkan 196 siswa sekolah menengah atas yang dipilih menggunakan teknik simple random sampling. Data dikumpulkan melalui kuesioner yang mengukur motivasi, self-efficacy, dan learning grit, sedangkan fase kualitatif melibatkan wawancara semi-terstruktur dengan enam partisipan terpilih. Data kuantitatif dianalisis menggunakan statistik deskriptif, uji asumsi, analisis regresi linear sederhana dan analisis regresi linear berganda, sedangkan data kualitatif dianalisis menggunakan analisis kualitatif deskriptif. Hasil analisis kuantitatif menunjukkan bahwa motivasi dan self-efficacy secara simultan berkontribusi signifikan terhadap learning grit siswa, dengan model regresi menghasilkan nilai $R = 0.771$, $R^2 = 0.594$, $Adjusted R^2 = 0.590$, dan $F(2,193) = 141.00$, $p < .001$. Temuan tersebut menunjukkan bahwa 59.4% variasi dalam learning grit dapat dijelaskan oleh motivasi dan self-efficacy, sedangkan 40.6% sisanya dipengaruhi oleh faktor lain di luar cakupan penelitian ini. Hasil wawancara menunjukkan bahwa pengalaman siswa terkait motivasi, self-efficacy, dan learning grit dipengaruhi oleh aspirasi pribadi, pencapaian akademik, pengalaman belajar, serta dorongan eksternal. Selain itu, persepsi siswa menunjukkan bahwa motivasi dan self-efficacy merupakan faktor yang saling berkaitan dan saling memperkuat dalam mengembangkan learning grit. Siswa memandang motivasi sebagai pemberi tujuan dalam mempertahankan usaha, sedangkan self-efficacy memberikan keyakinan yang diperlukan untuk mengatasi tantangan dan mempertahankan kegigihan dalam pembelajaran bahasa Inggris.