

THE EFFECT OF “PRESTIGE” SHAPES ON EFL STUDENT MOTIVATION IN LEARNING ENGLISH

THESIS

Submitted by:

Cut Qisthi Syafiera

Student ID Number: 220203069

Student of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training



**FACULTY OF TARBIYAH AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
2026 M /1447 H**

THE EFFECT OF “PRESTIGE” SHAPES ON EFL STUDENT MOTIVATION IN LEARNING ENGLISH

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One of
the Requirements to Obtain a Bachelor's Degree in the field of English Language
Education

By

CUT QISTHI SYAFIERA

NIM. 220203069

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

Approved by:

Supervisor

Head of Department



Siti Khasinah, S.Ag., M.Pd.

Syarifah Dahliana, S.Ag., M.Ed., Ph.D.

NIP. 196904201997032002

NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

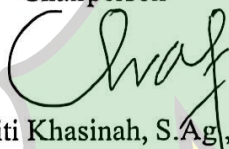
On:

Monday, May, 20th 2026 M
03 Dzulhijjah, 1447 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson



Siti Khasinah, S.Ag., M.Pd.

Secretary



Nur Akmaliah, S.Pd.I., M.A.

Examiner 1



Fithriyah, M.Pd.

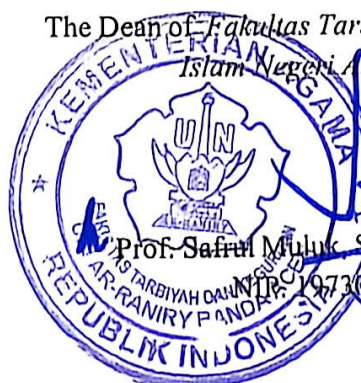
Examiner 2



Rahmi, S.Pd.I., M. TESOL., Ph.D

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh*



Prof. Saiful Muluk, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Cut Qisthi Syafiera

NIM : 220203069

Tempat/Tanggal Lahir: Keutapang, 03 September 2004

Alamat : Jl. Bandar Udara Cut Nyak Dhien Ds. Kuala Trang
Kec. Kuala Pesisir Kab. Nagan Raya

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Effect Of “Prestige” Shapes on EFL Student Motivation In Learning
English**

adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 4 Mei 2026

Saya yang membuat pernyataan



Cut Qisthi Syafiera

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious, the Most Merciful. All praise and gratitude are devoted to Allah SWT for His endless blessings, mercy, and guidance that have enabled the researcher to complete this thesis. Peace and salutations are upon the Prophet Muhammad SAW, his family, his companions, and all those who follow his path until the end of time.

With sincere gratitude, the researcher would like to express her deepest appreciation to all parties who have contributed support, assistance, and guidance in the completion of this thesis. First and foremost, the researcher would like to express her highest appreciation to her thesis supervisor as well as academic advisor, Siti Khasinah, S.Ag., M.Pd., who has guided the researcher not only throughout the process of writing this thesis but also during her academic years. For all the guidance, patience, and encouragement given, the researcher expresses her deepest gratitude. The researcher also extends her sincere appreciation to all lecturers and staff of the Department of English Language Education, UIN Ar-Raniry Banda Aceh, for the knowledge, support, and assistance provided throughout her academic journey.

The deepest gratitude is devoted to the researcher's beloved parents, T. Darlisman and Azizah, for their endless prayers, unwavering support, and sacrifices. Every effort in completing this thesis would not have been possible without their love and encouragement. The researcher also expresses her sincere thanks to her beloved siblings, T. Nabil Ghiffari, Cut Yumna Fayruza, and T. Raziq Wafi, for their support, care, and encouragement, as well as to her beloved cousin, who has always been present and supportive in various situations throughout the process of completing this thesis.

The researcher would also like to express her gratitude to her close friends. To Azkia and Ulayya, thank you for your continuous support and for always being there since high school. To Putri and Aliya, thank you for your cooperation, mutual support, and togetherness throughout the process of completing this thesis. The

researcher also expresses her appreciation to Nova, who has been there since the early semesters, as well as to Rana, Fathin, and Raysha for their support and togetherness during the years of study. The researcher also extends her appreciation to the PBI friends, namely Risyda, Syasya, Syera, Zakia, Rizkilia, and Ulqia, for the valuable experiences and togetherness shared.

Finally, the researcher would like to express her gratitude to all colleagues in the Department of English Language Education at UIN Ar-Raniry. May Allah SWT reward all kindness and bless us all.

Banda Aceh, 04 May 2026

The writer
Cut Qisthi Syafiera



ABSTRACT

Name : Cut Qisthi Syafiera
Student ID : 220203069
Faculty : Tarbiyah and Teacher Training
Major : English Language Education
Title : The Effect of “Prestige” Shapes on EFL Student
Motivation in Learning English
Supervisor : Siti Khasinah, S.Ag., M.Pd.
Keyword : EFL motivation, prestige, social prestige, academic
prestige, language learning.

This study investigated the effect of prestige on EFL student motivation in learning English among fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. Guided by Gardner’s Socio-Educational Model and Linguistic Prestige Theory, the study adopted a quantitative correlational design. A total of 62 students were selected as respondents through purposive sampling from a population of 160 fourth-semester students, completing a closed-ended Likert-scale questionnaire measuring two prestige dimensions, social prestige and academic prestige, and four motivation dimensions: integrative orientation, instrumental orientation, ideal L2 self, and learning experience. Data were analyzed using simple linear regression and multiple linear regression. Results revealed that prestige significantly predicted motivation ($b = 1.268$, $R^2 = 0.727$, $p < 0.001$), indicating that 72.7% of the variance in motivation was explained by prestige perception. Multiple regression further showed that both social prestige ($\beta = 0.470$, $p = 0.000$) and academic prestige ($\beta = 0.424$, $p = 0.001$) were significant predictors, with social prestige exhibiting the stronger influence. These findings confirm that prestige operates as a meaningful sociocultural motivator for EFL learners and suggest that educators and curriculum designers should acknowledge and leverage the symbolic value of English to foster sustained learning motivation.

TABLE OF CONTENTS

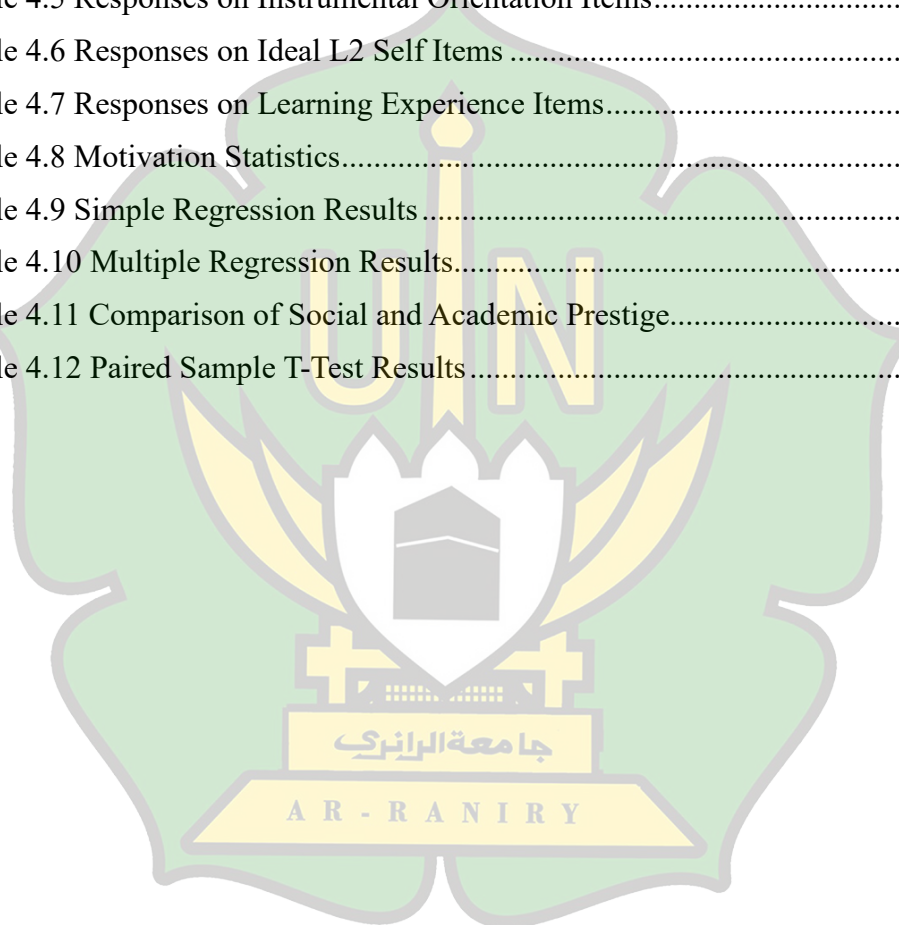
SURAT PERNYATAAN KEASLIAN.....	iii
ACKNOWLEDGMENT	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Research Question	4
C. Research Objectives.....	4
D. Hypotheses.....	5
E. Research Significance.....	6
F. Terminology.....	7
CHAPTER II LITERATURE REVIEW	8
A. The Concept of Prestige in Language Learning	8
B. The Concept of Motivation in Language Learning.....	10
C. The Relationship Between Prestige and Motivation in English Language Learning	13
D. Previous Studies.....	14
CHAPTER III RESEARCH METHODOLOGY	16
A. Research Design.....	16
B. Research Population and Sample.....	16
C. Data Collection Techniques	17
D. Research Instrument.....	17
E. Data Analysis	18
CHAPTER IV FINDINGS AND DISCUSSION	24
A. Findings.....	24
B. Discussion.....	42

CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	45
A. Conclusions.....	45
B. Suggestions	46
REFERENCES.....	49
APPENDICES	53
AUTOBIOGRAPHY.....	61



LIST OF TABLES

Table 3.1 Criteria for Interpretation of Mean Score.....	21
Table 4.1 Responses on Social Prestige Items	25
Table 4.2 Responses on Academic Prestige Items	27
Table 4.3 Prestige Statistics.....	29
Table 4.4 Responses in Integrative Motivation Items.....	30
Table 4.5 Responses on Instrumental Orientation Items.....	32
Table 4.6 Responses on Ideal L2 Self Items	34
Table 4.7 Responses on Learning Experience Items.....	36
Table 4.8 Motivation Statistics.....	38
Table 4.9 Simple Regression Results	39
Table 4.10 Multiple Regression Results.....	40
Table 4.11 Comparison of Social and Academic Prestige.....	41
Table 4.12 Paired Sample T-Test Results	42



LIST OF APPENDICES

- Appendix A : Appointment Letter of Supervisor
- Appendix B : Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C : Confirmation Letter of Conducting Research at the English Language Department
- Appendix D : Research Instrument (Questionnaire)
- Appendix E : SPSS Output



CHAPTER I

INTRODUCTION

A. Background of Study

English has become the most dominant language in today's global world, serving as the primary means of communication in education, technology, trade, and international relations. According to Carter (2025), reporting data from the British Council, approximately 1.75 billion people worldwide are learning or using English, reflecting the increasingly important role of this language as a form of cultural and economic capital. The global prevalence of English language proficiency is often linked to social mobility, access to global knowledge, and increased employability. As a result, motivation to learn English has become a crucial determining factor in language achievement in various educational contexts.

Despite a global increase in English language learning, recent reports reveal an unexpected decline in proficiency levels. The EF English Proficiency Index (EF Education First, 2024) shows that the proficiency scores of adults worldwide have fallen for four consecutive years, with significant differences between regions. This paradox of high interest but declining results suggests that the problem is not just one of access or exposure, but rather the underlying motivational dynamics that drive persistence and effort in language learning. Understanding what sustains or undermines motivation is a critical focus for educators and policymakers.

In Indonesia, English is taught nationally and holds a high symbolic position as a language associated with education, intelligence, and global connectivity (Anwar & Nugroho, 2019). However, according to EF Education First (2024), Indonesia still falls into the “low proficiency” category, ranking around 80th globally. Despite widespread exposure to English in schools and universities, many students still show inconsistent motivation and limited communicative skills. This imbalance between opportunity and outcome suggests that factors beyond teaching methods, such as students' attitudes, perceptions, and social values, play a crucial role in shaping motivation for English language learning.

This situation is also evident at UIN Ar-Raniry Banda Aceh, especially among students in the English Language Education Study Program. As prospective English teachers, these students are expected to demonstrate high motivation and strong abilities (Darling-Hammond, 2006). However, preliminary observations indicate that their motivation varies; at the same time, some are driven by genuine interest and personal growth, while others appear to be motivated by external incentives such as social prestige, academic recognition, or professional advantages associated with English proficiency. These observations align with Gardner and Lambert's (1972) distinction between integrative and instrumental motivation, which suggests that learners' drives in language learning are shaped by both internal interests and external social factors. These observations highlight the potential influence of prestige as a motivational factor among learners of English as a Foreign Language (EFL), consistent with findings by Al-Saidat (2009) and Sadaf et al. (2025), who demonstrated that perceptions of English prestige significantly shape learners' attitudes and motivation.

The concept of prestige in language learning can be well explained through Linguistic Prestige Theory, which originates from sociolinguistic studies that explore how languages and their varieties carry different levels of social value and symbolic power. According to Labov (1972) and Trudgill (2000), linguistic prestige refers to the positive social assessment attached to a language or dialect that is considered more educated, sophisticated, and dominant within a community. In a global context, English, especially American English has developed into a highly prestigious language that is often associated with intelligence, modernity, and global identity. Recent empirical findings reinforce this view, Hadji (2025) found that exposure to American media significantly increased the motivation of English as a Foreign Language (EFL) learners and reinforced their perception of English as a prestigious language, with more than half of respondents expressing a strong preference for American English due to its cultural influence and global dominance. Ibarra-Gambrill (2021) also emphasizes that the prestige of English reinforces hierarchical differences in education, where near-native proficiency in English is often associated with authority, competence, and social success. As a result, learners

may be motivated to learn English not only for communicative competence but also to acquire the symbolic capital and higher social status associated with membership in globally connected elite communities.

Gardner's Socio-Educational Model (1985) also provides a psychological framework for understanding how social factors and attitudes influence motivation in second language learning. Gardner argues that motivation consists of three core components: effort, desire to achieve language learning goals, and positive attitudes toward language learning. In this model, two orientations integrative and instrumental shape learner motivation. Integrative motivation reflects the desire to identify with the language community, while instrumental motivation is driven by practical benefits such as career advancement. In many EFL contexts, prestige is closely aligned with the instrumental dimension, as learners associate English with opportunities for social advancement, academic success, and professional recognition.

The influence of integrative and instrumental motivation on language learning has been extensively researched, but the specific role of prestige remains underexplored through quantitative approaches. Previous studies have focused more on factors such as enjoyment, learning strategies, and self-confidence. For example, Song (2024) examined how foreign language learning enjoyment influences motivated behavior and academic burnout among EFL learners, while Zhang (2024) investigated the effects of self-regulation strategies on EFL learners' motivation and self-efficacy. Only a few studies have explicitly made prestige a measurable independent variable, such as Dewaele and Saito (2024), who examined whether the prestige and status of English result in more positive learner emotions and motivation compared to less prestigious languages. As a result, there is a gap in understanding how perceptions of English as a symbol of high status shape motivational elements such as effort intensity, learning motivation, and attitudes toward the learning process.

Seeing this gap, it is very important to conduct empirical tests on whether and to what extent prestige contributes to English as a foreign language (EFL) learning motivation among students. Understanding this relationship can provide

theoretical and pedagogical insights that help educators recognize the sociocultural forces that influence engagement in language learning.

Therefore, this study aims to determine whether there is a significant relationship between prestige and motivation to learn English among fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. Using a quantitative research design with questionnaires, this study will measure students' perceptions of prestige and their level of motivation to determine whether prestige serves as a significant predictor of motivation to learn English. The results are expected to broaden the theoretical scope of Gardner's Sociocultural Model by integrating insights from Linguistic Prestige Theory and provide practical implications for designing English language learning strategies that are motivation oriented and reflect local sociocultural realities.

B. Research Question

Despite the increasing global importance of English and the growing number of EFL learners, many students still show inconsistent motivation and low proficiency outcomes. Previous research has largely focused on intrinsic and extrinsic factors such as interest, instrumental goals, and integrative orientation, but the role of prestige as a symbolic motivator has been underexplored. The perception of English as a prestigious, elite, or high status language can influence learners' identity formation, attitudes, and sustained engagement in learning. However, empirical evidence quantifying this relationship is still limited. Based on these issues, the research questions can be formulated as follows:

1. Does prestige significantly influence EFL students' motivation to learn English?
2. Which dimension of prestige (social or academic) has the stronger influence on students' motivation?

C. Research Objectives

This study aims to provide empirical evidence regarding the relationship between prestige perception and motivation among learners of English as a foreign language (EFL). Specifically, the objectives of this study are:

1. To measure the overall impact of prestige perception on the motivation of EFL learners in learning English.
2. To identify which aspect of prestige (social or academic) strongly influences motivation levels.

D. Hypotheses

Based on the theoretical frameworks reviewed in the preceding sections, including Linguistic Prestige Theory (Labov, 1972; Trudgill, 2000), Gardner's Socio-Educational Model (1985), Dörnyei's L2 Motivational Self System (2005), and empirical evidence from prior studies (Bagheri Nevisi and Farhani, 2022; Sadaf et al., 2025; Eragamreddy, 2024), the researcher proposes the following hypotheses:

1. **H₁:** Prestige significantly affects EFL students' motivation to learn English among fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh.
2. **H₀:** Prestige does not significantly influence EFL students' motivation to learn English among fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh.

These hypotheses were formulated on the basis that prior theoretical and empirical literature consistently suggests a meaningful relationship between the perceived status and symbolic value of a language and learners' motivation to acquire it. As Labov (1972) argued, languages that carry high social prestige exert a powerful influence on speakers' attitudes and behaviors, including their engagement in language learning. Gardner (1985) further established that positive social attitudes toward a target language directly energize motivational intensity, while Dörnyei (2005) demonstrated that aspirational self-images associated with prestigious language use are among the most powerful motivational forces in second language acquisition. If these theoretical predictions hold in the present context, perceived prestige encompassing both its social and academic dimensions should emerge as a significant and substantial predictor of English learning motivation among EFL students at UIN Ar-Raniry. The validity of these hypotheses

is examined empirically through simple and multiple linear regression analyses reported in Chapter IV.

E. Research Significance

1. Theoretical Significance

This study aims to integrate Linguistic Prestige Theory with Gardner's Socio-Educational Model to understand language learning motivation. By combining sociolinguistic (language as a status symbol) and psychological (attitudes and learning efforts) perspectives, this study offers a more comprehensive perspective on how social perceptions shape the motivation of learners of English as a foreign language (EFL). Furthermore, this study enriches motivation theory by confirming “prestige” as a measurable variable, thereby bridging sociocultural and psychological approaches to second language acquisition.

2. Practical Significance

In practical terms, this research provides valuable input for teachers, curriculum designers, and language program developers to create a learning environment that integrates psychological and sociocultural aspects. By understanding prestige as a motivational factor, educators can design strategies that positively utilize students' aspirations, encouraging self-confidence, active engagement, and authentic communication skills, rather than simply following elite language norms. These findings can also serve as a guide for institutions such as UIN Ar-Raniry in designing English language programs that balance global competitiveness with values of cultural inclusivity.

3. Social Significance

At a broader level, this research may help clarify how societal attitudes toward English affect learners' engagement and self-perception. By understanding the symbolic power of English, educational systems can foster more equitable and empowering approaches to language learning reducing elitism while promoting English as a tool for social participation and global communication.

F. Terminology

1. Prestige

Prestige refers to the social value or status assigned to a language by its speakers and society. Trudgill (2000) explains that languages considered “higher” or “more correct” are often associated with upper social classes and higher education, a concept known as overt prestige. In a global context, English has gained a particularly high level of prestige due to its dominant role in education, technology, and international communication (Sadaf et al., 2025).

Prestige shape, in this study, refers to the form of influence through which the prestige of English shapes students' attitudes and motivation in language learning. This study defines prestige shape across two dimensions: social prestige, the perception that English proficiency reflects intelligence, modernity, and high social status; and academic prestige, the recognition and authority gained through the use of English in education, research, and scientific communication.

2. Motivation

Motivation refers to the internal drive that directs and sustains a person's effort toward achieving a goal (Dörnyei, 2005). In the context of language learning, Gardner (1985) defines motivation as a combination of effort, desire, and positive affect toward the goal of learning a language. This study focuses on four dimensions of motivation based on Gardner's (1985) Socio-Educational Model and Dörnyei and Ushioda's (2021) L2 Motivational Self System: (1) integrative orientation, the desire to connect with and become part of the target language community; (2) instrumental orientation, the drive to achieve practical benefits such as career advancement and academic achievement; (3) ideal L2 self, the learner's vision of themselves as a successful future English user; and (4) learning experience, the influence of the immediate learning environment, including classroom activities, teacher support, and experiences of success.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Prestige in Language Learning

Language prestige is an important concept in sociolinguistics that explains how language functions not only as a means of communication but also as a symbol of social status, power, and cultural identity. Trudgill (2000) explains that societies often assign certain social values to the languages or dialects they use. Languages or language varieties that are considered “higher,” “more correct,” or “more polite” are often associated with the upper social classes and higher education. Such languages have what is called overt prestige, which is socially recognized prestige. Conversely, nonstandard languages or dialects used by lower social groups can have covert prestige, which indicates a sense of solidarity, familiarity, and group identity (Trudgill, 1972).

In the context of globalization, English has a very high position in the hierarchy of world language prestige. Sadaf et al. (2025) state that English has become symbolic capital as well as cultural and economic capital, which can provide social and professional advantages for its speakers. In other words, English language proficiency is not merely a communication skill but also a marker of social class, education, and modernity. In many societies, including Indonesia, individuals who are fluent in English are often considered more intelligent, professional, and internationally minded.

Al-Saidat's (2009) research in Jordan reinforces the view that English serves as symbolic capital that confers social and professional advantages by showing that students view English as a symbol of higher education, social advancement, and economic opportunity. Students with good English language skills are considered to have greater opportunities to obtain prestigious jobs. Similar findings were reported by Hadji (2025), who explained that exposure to English-language media, especially from the United States, increases EFL learners' perception of English as a highly prestigious, modern, and globally dominant language.

The concept of language prestige is theoretically rooted in the classic works of Labov (1972) and Trudgill (2000). According to them, every society has a

language hierarchy system, in which the standard language or the language of the elite group is usually given a higher social value. This language is considered more authoritative and is used in formal situations such as education, government, and mass media. Conversely, local dialects are often looked down upon because they are associated with lower social classes, even though for their speakers, these dialects actually have social solidarity value.

This theory was later developed by Bourdieu (1986) through the concept of symbolic capital, which is the view that language has social and economic exchange value that can be used to gain position or recognition in society. People who master prestigious languages such as English have greater opportunities to gain access to higher education, high-paying jobs, and higher social status. In other words, language proficiency can be a form of symbolic power that reinforces social stratification.

Wirtz and Ender (2025) expanded on Bourdieu's concept of symbolic capital through the notion of functional prestige, which refers to how the social function of a language determines its symbolic value and power. They found that in the context of English language learning in Europe, standard accents such as Received Pronunciation (RP) are considered more prestigious and professional than local accents. However, in the Indonesian context, Khazanah (2023) found a contrasting pattern Indonesian university students evaluated their own accent more positively than RP and GA on traits of intelligence, politeness, and pleasantness, suggesting that mutual intelligibility is increasingly valued over native-speaker prestige norms. This perception shows that mastery of certain forms of language can provide social and professional advantages.

Meanwhile, Sadaf et al. (2025) explain that language can also be viewed as a form of economic and cultural capital that determines a person's identity and social mobility. Proficiency in English allows individuals to engage in global networks, gain access to knowledge, and increase employment opportunities. This makes English a symbol of success and social advancement.

In the context of learning English as a foreign language (EFL), prestige is not only social but also academic. Social prestige arises when English language

proficiency is considered to reflect intelligence, modernity, and high social class, while academic prestige arises when English becomes a symbol of scientific authority and the primary medium for research, publication, and international academic communication.

Thus, prestige shape in this study describes how perceptions of the prestige of English both social and academic shape students' thinking patterns, attitudes, and behavior in the language learning process. Students who view English as a symbol of success and social status tend to have a stronger motivation to learn, because they associate academic and social success with good English language skills.

This global dimension of English prestige is well documented in Crystal's (2003) seminal work, which argues that English has achieved its international status not because of any inherent linguistic superiority, but because of the political, economic, and cultural power historically associated with its speakers. Crystal (2003) further notes that English is now taught as a foreign language in over 100 countries, a phenomenon that has elevated its symbolic value far beyond mere communicative utility. In the Indonesian context, this global prestige manifests as a strong association between English proficiency and social mobility, academic credibility, and access to international opportunities precisely the perceptions that this study seeks to measure through its social and academic prestige dimensions.

B. The Concept of Motivation in Language Learning

Motivation is one of the most important psychological factors that determine a person's success in learning a foreign language. Gardner (1985) defines motivation as a combination of effort, desire to achieve goals, and a positive attitude towards learning activities. In other words, motivation is the driving force that encourages a person to actively participate, persevere in the learning process, and achieve success.

According to Ryan and Deci (2000), motivation can be divided into two main types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation arises from within the individual, for example, due to curiosity, enjoyment, or personal challenges in learning a language. In contrast, extrinsic motivation arises from external incentives, such as the desire to get good grades, a

job, rewards, or social recognition. In the context of English language learning, these two types of motivation often interact. For example, a student may initially learn English because of academic requirements (extrinsic), but then become intrinsically motivated after discovering the pleasure of using the language.

Gardner and Lambert (1972) introduced two main orientations in language learning motivation, namely integrative orientation and instrumental orientation. Integrative orientation arises when learners want to understand the culture of native speakers and become part of the global community of English users. Meanwhile, instrumental orientation is driven by practical goals such as getting a job, improving academic performance, or gaining social status. Both complement each other and play an important role in successful language learning.

Gardner (1985), through his Socio-Educational Model, explains that motivation depends not only on internal individual factors, but also on the social context, attitudes toward language, and the learning environment. This model emphasizes that success in foreign language learning is greatly influenced by the interaction between psychological and social factors.

Dörnyei and Ushioda (2021) then developed Gardner's theory through the L2 Motivational Self System, which focuses on the concept of the language learner's self. This system consists of three main components:

1. Ideal L2 Self, which is the ideal self-image as a proficient and confident foreign language user;
2. Ought-to L2 Self, which is the self-image formed due to external expectations or demands, such as encouragement from family, teachers, or society; and
3. L2 Learning Experience, which is the actual learning experience that includes classroom environment factors, the role of teachers, and social support from peers.

According to Yue et al. (2022), ideal L2 self and instrumental motivation are strong predictors of English language learning efforts among international students. They found that the stronger a person's ideal self-image as a successful

English language user, the higher their effort and consistency in learning. This shows that motivation is dynamic, can change with learning experiences, and is influenced by social factors such as academic expectations and language prestige. The role of the teacher in sustaining students' motivation in the language classroom has also been emphasized in the literature. Dahliana (2019), in a classroom-based study conducted at UIN Ar-Raniry, found that classroom activities and the teacher's communicative style are the two most significant factors that encourage students to engage and participate in language learning. She argued that a teacher's enthusiasm, supportive interaction, and ability to create a conducive classroom atmosphere directly influence students' willingness to participate findings that are consistent with Dörnyei and Ushioda's (2021) emphasis on the role of the L2 learning experience in shaping motivational dynamics. This underscores the importance of not only understanding students' internal motivational orientations, but also the pedagogical conditions that either sustain or undermine those orientations in practice.

In addition, Ryan and Deci's (2000) Self-Determination Theory also provides an important perspective that effective motivation arises when basic human needs are met, namely the need for competence, autonomy, and social connectedness. In the context of English language learning, when students feel capable of using the language, have the freedom to learn, and receive social support from their environment, their motivation to learn will increase significantly.

Thus, motivation in learning English can be understood as a complex and multidimensional system, encompassing psychological, social, and cultural factors. In the context of this study, learning motivation is not only influenced by personal interest or academic goals, but also by perceptions of the prestige of English as a symbol of status, intelligence, and success. Students who view English as a prestigious language tend to have higher levels of motivation, both integrative and instrumental, in developing their language skills.

C. The Relationship Between Prestige and Motivation in English Language Learning

Language prestige and learning motivation are closely related and influence each other. When a language is considered prestigious, individuals tend to be more motivated to learn it. Conversely, high learning motivation can reinforce perceptions of the prestige of that language. Bagheri Nevisi and Farhani (2022) found that social prestige is one of the main intrinsic factors that motivate Iranian students to learn English at various proficiency levels. Beginner and intermediate learners are more driven by instrumental factors such as employment and education, while advanced learners are more driven by intrinsic motivations such as social prestige and personal satisfaction. This shows that language prestige can serve as a bridge between external and internal motivation in the language learning process. Chotimmah et al. (2023) similarly demonstrated that the growing global status of English motivated Indonesian EFL learners extrinsically through aspirations for better employment and international educational access, reinforcing the view that the perceived prestige of English operates as a meaningful sociocultural motivator.

Eragamreddy's (2024) research also confirms this relationship. He shows that affective factors such as self-confidence, positive attitudes toward language, and perceptions of prestige have a direct influence on ESL learning motivation. Learners who view English as a symbol of social status and modernity show higher levels of learning engagement. However, research by Ibarra-Gambrill (2021) warns that prestige can also create identity pressure for non-native learners, who feel they must meet native speaker standards to be considered competent. This tension between prestige as a motivator and prestige as a source of identity pressure is not unique to the Indonesian context. Francis and Ryan (1998), in their comparative study of EFL learners in Mexico, found that the prestigious status of English generated both positive motivational drives and complex affective tensions. In urban university settings, students expressed ambivalent attitudes toward English recognizing its instrumental value while simultaneously resisting its cultural impositions. In bilingual indigenous communities, however, English prestige was perceived more positively, as it was associated with social mobility beyond the

immediate linguistic hierarchy. This cross-cultural evidence reinforces the view that prestige operates as a nuanced motivational force shaped by the learner's sociocultural positioning, a pattern consistent with the experiences of EFL students at UIN Ar-Raniry, where English prestige is internalized as both a professional asset and a social aspiration.

In the Indonesian context, the relationship between prestige and motivation to learn English is also very clear. English is often considered a sign of intelligence and academic success. Society views English language proficiency as an important requirement for obtaining prestigious jobs and demonstrating global identity. As a result, many EFL learners are motivated not only by personal interest but also by social pressure to be recognized as part of the educated elite. This shows that perceptions of the prestige of English play a significant role in shaping both the instrumental and integrative motivation of English learners in Indonesia.

D. Previous Studies

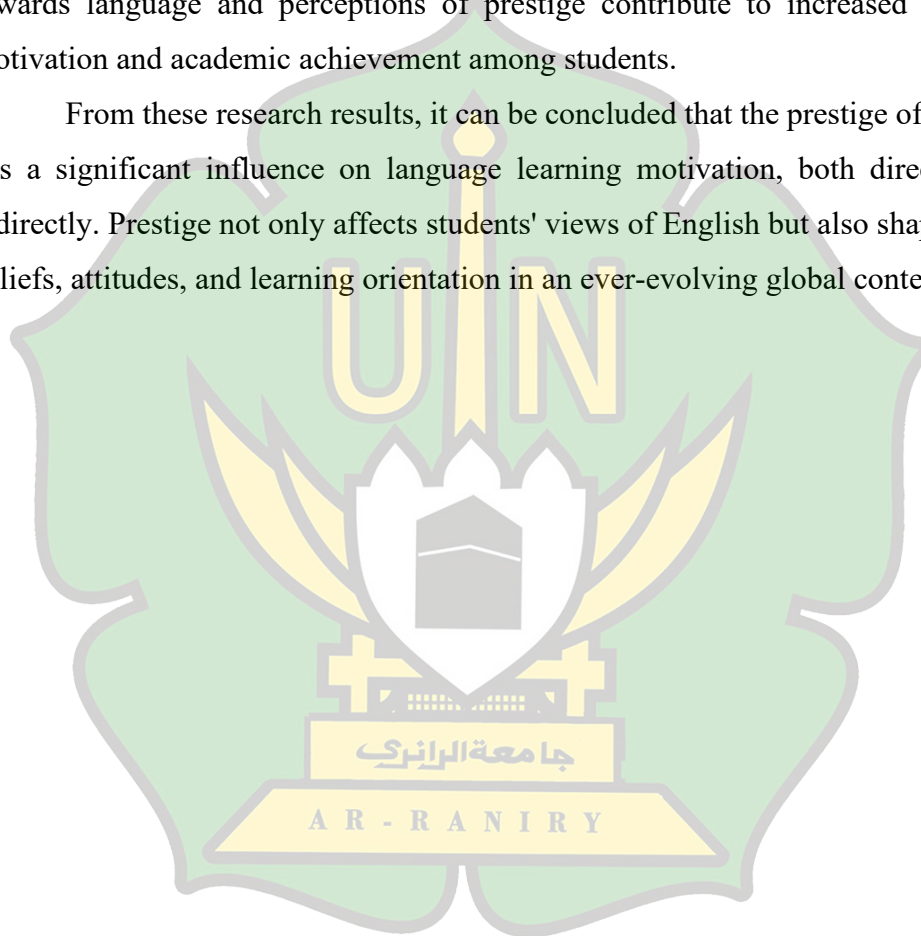
Several previous studies have highlighted the link between language prestige and motivation to learn English. Al-Saidat (2009) examined Jordanian students' attitudes toward English and found that perceptions of language prestige greatly influenced their level of motivation to learn. English is considered a means of social mobility and a symbol of academic success. Meanwhile, Ibarra-Gambrill (2021), in her study entitled *Need Not Apply: Reevaluating English Prestige and Its Retribution on Learners' Identity*, highlights the negative impact of excessive prestige on the identity of language learners. She shows that the pressure to resemble native speakers can reduce the confidence of non-native learners and cause linguistic insecurity. However, healthy prestige can increase motivation and confidence in the context of language learning.

Wirtz and Ender (2025) in their study on functional prestige found that perceptions of accent and language variety influence learning attitudes. Students who consider the standard variety to be more prestigious show greater effort to imitate it, while those who view language as a communication tool tend to focus more on its communicative function. Similar findings were also obtained by Sadaf

et al. (2025), who emphasized that English has become a global economic and cultural asset that determines a person's social status and employment opportunities.

Research by Bagheri Nevisi and Farhani (2022) confirms that motivation to learn English is influenced by two main factors, namely intrinsic motivation involving social prestige and extrinsic motivation such as academic or professional needs. Meanwhile, a study by Eragamreddy (2024) shows that a positive attitude towards language and perceptions of prestige contribute to increased learning motivation and academic achievement among students.

From these research results, it can be concluded that the prestige of English has a significant influence on language learning motivation, both directly and indirectly. Prestige not only affects students' views of English but also shapes their beliefs, attitudes, and learning orientation in an ever-evolving global context.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a quantitative predictive correlational design, which aims to identify the relationship between two measurable variables: prestige (X) and motivation to learn English (Y) among fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh.

According to Sugiyono (2022), quantitative research is a method that uses numerical data and statistical procedures to test hypotheses objectively. Similarly, Creswell (2023) explains that a correlational design is appropriate when the research objective is to measure the extent to which two variables are related without manipulation. Therefore, this study aims to determine whether students' perceptions of the prestige of English are significantly related to their motivation to learn the language.

B. Research Population and Sample

This research was conducted at the Department of English Language Education, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh. This institution was chosen because it provides an environment where English is not only a subject but also a means of identity and academic prestige among students. The population of this study consisted of 160 fourth-semester students majoring in English Language Education at UIN Ar-Raniry Banda Aceh in the 2026 academic year.

The sampling technique used in this study is purposive sampling. Purposive sampling is a non-probability sampling technique in which the researcher selects participants based on specific criteria deemed relevant to the research objectives (Sugiyono, 2022). This technique was chosen because not all members of the population necessarily meet the conditions required to provide relevant and accurate data for this study. According to Creswell and Guetterman (2023), purposive sampling is appropriate in quantitative research when the researcher

needs participants who possess particular characteristics or experiences related to the variables being studied.

Based on the application of the sampling criteria described below, a total of 62 fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh were selected as the research sample. The Criteria were:

1. Actively registered as a fourth-semester student of the English Language Education Program at UIN Ar-Raniry Banda Aceh in the 2025/2026 academic year.
2. Willing to participate in completing the questionnaire in full.

C. Data Collection Techniques

The data collection technique was carried out by distributing questionnaires online to all 62 respondents. Online data collection was chosen so that respondents could answer more efficiently and free from external pressure.

The data collection steps were as follows:

1. Compiling questionnaire items based on theory and variable indicators.
2. Conducting content validation by lecturers who are experts in the fields of linguistics and educational psychology.
3. Conducting a try-out of the questionnaire to 20 students outside the research population to ensure the clarity and readability of the items.
4. Distributing the final questionnaire to the entire research population using an online form.

According to Creswell and Guetterman (2023), data collection in quantitative research must be carried out systematically by ensuring the uniformity of instruments so that the results can be analyzed objectively and measurably.

D. Research Instrument

The instrument used in this study was a closed-ended questionnaire based on the Likert scale. The Likert scale was used because it is able to measure the level

of agreement of respondents to various statements with a scale of answers ranging from strongly disagree (1) to strongly agree (4).

According to Setiaman (2020), the Likert scale is the most commonly used measurement tool for measuring attitudes, perceptions, and opinions because it is able to describe the level of respondent agreement with a statement on a scale.

The research instrument was divided into two main parts:

1. Prestige Questionnaire (X): This instrument contains items that measure the extent to which students view English as a symbol of social status, modernity, and economic opportunity. The statements are based on indicators adapted from the concept of linguistic prestige (Trudgill, 2000; Sadaf et al., 2025), including:
 - a. Social recognition of English,
 - b. English as a symbol of intelligence,
 - c. English as career capital and English as an identity of global citizenship.
2. Motivation for English Learning Questionnaire (Y): The items in this variable are arranged based on Gardner's motivation theory (1985) and the development of the L2 Motivational Self System (Dörnyei and Ushioda, 2021), with the following indicators:
 - a. Integrative orientation (desire to interact with the global community),
 - b. Instrumental orientation (motivation due to practical goals such as work or academic grades),
 - c. Ideal L2 self (ideal self-image as a competent English speaker) and learning experience (enjoyable and meaningful learning experiences).

According to Setiaman (2020:17), questionnaires are a commonly used data collection tool in quantitative research because they can systematically measure attitudes, perceptions, and behaviors through standardized response scales.

E. Data Analysis

The data collected through the questionnaire were analyzed using descriptive and inferential statistics with IBM SPSS Statistics Version 25.

Descriptive statistics were used to summarize respondents' responses and describe the levels of prestige and English learning motivation, while inferential statistics were used to examine differences across the prestige dimensions, the influence of prestige on students' English learning motivation, and the proposed hypotheses (Sugiyono, 2022; Creswell & Guetterman, 2023).

1. Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to describe the respondents' responses to each questionnaire item and to determine the overall level of each research dimension. The analysis was conducted at the item and dimension levels. At the item level, the frequency and percentage of responses were calculated for each questionnaire statement. The percentage was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

P = percentage of respondents

f = frequency of a particular response

N = total number of respondents

In this study, the total number of respondents was 62 students. Therefore, the percentage of each response category was calculated based on the total of 62 respondents. The questionnaire employed a four-point Likert scale, consisting of Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). After the frequency and percentage of responses were obtained, the mean score of each questionnaire item was calculated. The mean score was used to describe the respondents' level of agreement with each statement. The use of descriptive statistics for Likert-scale data is consistent with recommendations for the analysis of Likert data (Boone & Boone, 2012).

At the dimension level, the mean scores of the items belonging to each dimension were used to determine the overall mean score of the dimension. For each dimension, the item with the highest mean score, second-highest mean score,

and lowest mean score was identified. These selected items were then discussed to provide a focused interpretation of the findings rather than discussing every questionnaire item individually.

For the Prestige variable, this procedure was applied to the Social Prestige and Academic Prestige dimensions. For the motivation variable, the same procedure was applied to Integrative Orientation, Instrumental Orientation, Ideal L2 Self, and Learning Experience. The overall mean of each dimension was subsequently used to determine its category. This descriptive approach is also consistent with previous research examining motivation and attitudes toward English language learning using descriptive statistics.

Criteria for Interpretation of Mean Score

The overall mean scores were interpreted using predetermined class intervals. The class interval was calculated by dividing the range between the maximum and minimum possible scores by the number of interpretation categories. Since this study employed a four-point Likert scale and five interpretation categories, the interval was calculated as follows:

$$I = \frac{X_{\max} - X_{\min}}{K}$$

Where:

I = class interval

Xmax = maximum possible score

Xmin = minimum possible score

K = number of categories

The calculation was:

$$I = \frac{4 - 1}{5} = 0.60$$

Based on this calculation, the mean scores were classified into five categories as follows:

Table 3.1*Criteria for Interpretation of Mean Score*

Mean Score	Category
1.00 – 1.60	Very Low
1.61 – 2.20	Low
2.21 – 2.80	Moderate
2.81 – 3.40	High
3.41 – 4.00	Very High

Source: Researcher's calculation.

The classification was used to determine the category of the overall mean score for each dimension. Thus, the categories of Social Prestige, Academic Prestige, Integrative Orientation, Instrumental Orientation, Ideal L2 Self, and Learning Experience were determined based on their respective overall mean scores.

2. Inferential Statistical Analysis

Inferential statistical analysis was conducted to examine the differences and relationships among the research variables and to test the proposed hypotheses. Before conducting regression analysis, assumption tests were performed, followed by a paired-samples t-test, simple linear regression, multiple linear regression, and hypothesis testing (Field, 2018).

First, the normality test was conducted to determine whether the data met the assumption of normality. In this study, the Kolmogorov–Smirnov test was used with a significance level of 0.05 as the decision criterion (George & Mallery, 2019). The data were considered normally distributed when the significance value was greater than 0.05. Second, the linearity test was conducted to determine whether a linear relationship existed between the independent and dependent variables. The relationship was considered linear when the significance value of the deviation from linearity was greater than 0.05. Third, the multicollinearity test was conducted to determine whether a high correlation existed between the independent variables in the multiple regression model. Multicollinearity was examined using the Tolerance

and Variance Inflation Factor (VIF) values. A tolerance value greater than 0.10 and a VIF value below 10.00 indicate that multicollinearity is not present (Pallant, 2020).

A paired-samples t-test was then conducted to determine whether there was a statistically significant difference between the mean scores of social prestige and academic prestige. The test was conducted at a significance level of 0.05. The hypotheses for the paired-samples t-test were formulated as follows:

- a. H_0 : There is no significant difference between the mean scores of Social Prestige and Academic Prestige.
- b. H_1 : There is a significant difference between the mean scores of Social Prestige and Academic Prestige.

If the significance value was less than 0.05, H_0 was rejected, indicating a significant difference between Social Prestige and Academic Prestige. If the significance value was greater than or equal to 0.05, H_0 was not rejected. In addition to the paired-samples t-test, the overall mean scores of Social Prestige and Academic Prestige were compared descriptively to identify which dimension obtained the higher mean score. This distinction is important because the t-test determines whether the difference is statistically significant, whereas the comparison of mean scores identifies which dimension has the higher descriptive score. Next, a simple linear regression analysis was conducted to examine whether Prestige significantly influenced students' English learning motivation.

The simple linear regression model is expressed as follows:

$$Y = a + bX$$

Where:

Y = English learning motivation

X = Prestige

a = Constant

b = Regression coefficient

The analysis examined the regression coefficient, significance value, and coefficient of determination (R^2) to determine whether Prestige significantly predicted students' English learning motivation and how much variation in motivation could be explained by Prestige.

Finally, a multiple linear regression analysis was conducted to determine which dimension of prestige had the stronger influence on students' English learning motivation. Social prestige and academic prestige were entered as the independent variables, while English learning motivation was the dependent variable.

The multiple linear regression model is expressed as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Where:

Y = English learning motivation

X_1 = Social Prestige

X_2 = Academic Prestige

a = Constant

b_1 = Regression coefficient of social prestige

b_2 = Regression coefficient of academic prestige

The standardized beta coefficient (β) was used to compare the relative contribution of social prestige and academic prestige. The dimension with the larger statistically significant absolute standardized beta coefficient was interpreted as the stronger predictor of students' English learning motivation.

The final stage was hypothesis testing. The significance level was set at $\alpha = 0.05$. The decision rule was that if the significance value was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was supported. If the significance value was greater than or equal to 0.05, H_0 was not rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. General Overview of Research Implementation

This study was conducted among fourth-semester students in the English Language Education Program at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry, Banda Aceh, during the 2025/2026 academic year. The study population consisted of 160 students, of whom 62 were included as respondents using a purposive sampling technique.

The instrument consisted of a closed-ended Likert scale questionnaire (1= Strongly Disagree to 4 = Strongly Agree) distributed online via Google Forms from February 24, 2026, to March 18, 2026. The questionnaire comprised two main sections: (1) the Prestige Shapes scale with 14 items divided into social prestige (10 items) and academic prestige (4 items), and (2) the English Learning Motivation scale with 19 items covering integrative orientation (4 items), instrumental orientation (4 items), ideal L2 self (5 items), and learning experience (6 items). A total of 62 responses were successfully collected (response rate 38.75%). The data were then checked for completeness, coded, tabulated, and analyzed using SPSS version 25 for descriptive and inferential statistics.

2. Descriptive Data

a. Description of the Prestige Shapes Variable (X)

The prestige variable was measured using 14 items divided into two sub-dimensions: social prestige (10 items, X1) and academic prestige (4 items, X2). Scores from both dimensions were summed to form the total prestige score. The following tables present the descriptive statistics for each sub-dimension.

1. Social Prestige (X)

Social prestige was measured through ten questionnaire items that examined respondents' perceptions of English in relation to social recognition, intelligence, educational status, global connectedness, and modernity. The

frequency and percentage of responses were analyzed for each item, followed by the calculation of the mean score to determine the level of respondents' perceptions.

Table 4.1

Responses on Social Prestige Items

No	Statement	SD (1)	D (2)	A (3)	SA (4)	Mean	Category
1	People who speak English are respected in my society.	6.45%	6.45%	64.51%	22.58%	3.03	High
2	English ability makes someone socially valued	6.45%	3.22%	54.83%	35.48%	3.19	High
3	English speakers often receive positive attention from others.	3.22%	17.74%	59.67%	19.35%	2.95	High
4	I feel more confident socially when I use English	3.22%	19.35%	56.45%	20.96%	2.95	High
5	People who speak English are viewed as more intelligent	4.83%	12.90%	51.61%	30.63%	3.08	High
6	Students with good English skills are	3.22%	19.35%	46.77%	30.64%	3.05	High

	considered smarter. English proficiency is						
7	associated with being highly educated. Speaking English makes	1.61%	12.90%	66.12%	19.35%	3.03	High
8	someone appear globally connected. English helps	4.83%	3.22%	38.70%	53.25%	3.40	High
9	me feel part of the International community Using English	3.22%	9.67%	48.38%	38.70%	3.23	High
10	reflects modernity and global- mindedness	3.22%	9.67%	67.74%	19.35%	3.03	High

The results presented in Table 4.1 show that the respondents generally had a high perception of the social prestige associated with English. The mean scores of the ten items ranged from 2.95 to 3.40, and all items were categorized as high based on the interpretation criteria established in Chapter III. The highest mean score was obtained by Item 8, "Speaking English makes someone appear globally connected," with a mean score of 3.40. This indicates that respondents strongly associated the use of English with global connectedness. The response distribution shows that 53.25% of the respondents strongly agreed with the statement, while 38.70% agreed. Thus, the majority of respondents perceived English as a language that can represent connection with the wider international community.

The second-highest mean score was obtained by Item 9, “English helps me feel part of the international community,” with a mean score of 3.23. This finding indicates that respondents also perceived English as contributing to their sense of belonging to the international community. A total of 48.38% of respondents agreed, and 38.70% strongly agreed with this statement. Meanwhile, the lowest mean scores were obtained by Item 3, “English speakers often receive positive attention from others,” and Item 4, “I feel more confident socially when I use English,” with both items obtaining a mean score of 2.95. Although these items received the lowest mean scores within the Social Prestige dimension, they remained in the High category. This indicates that respondents still had positive perceptions of the relationship between English and social recognition as well as social confidence, although these aspects were less prominent than global connectedness.

Overall, the social prestige dimension obtained a mean score of 3.095, which falls within the “high” category. This result indicates that the respondents generally perceived English as having a high level of social prestige. In particular, the findings suggest that English was strongly associated with global connectedness and participation in the international community, while perceptions related to social recognition and social confidence were comparatively lower but remained positive.

2. Academic Prestige

Academic prestige was measured through four questionnaire items that examined respondents’ perceptions of English in relation to career opportunities, future employment, competitiveness in the job market, and academic and professional advantages. The responses were measured using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The frequency, percentage, and mean score were calculated for each item to describe the respondents’ perceptions of the academic prestige associated with English.

Table 4.2

Responses on Academic Prestige Items

No	Statement	SD (1)	D (2)	A (3)	SA (4)	Mean	Category
----	-----------	-----------	-------	-------	--------	------	----------

English							
1	proficiency increases career opportunities	6.45%	0	43.54%	50%	3.37	High
2	English is valuable capital for future employment	4.83%	3.22%	45.16%	46.77%	3.34	High
3	English helps someone compete in the job market	3.22%	3.22%	51.61%	41.93%	3.32	High
4	English proficiency gives students academic and professional advantages	4.83%	1.61%	43.54%	50%	3.39	High

The results presented in Table 4.2 show that the respondents generally had a high perception of the academic prestige associated with English. The mean scores of the four items ranged from 3.32 to 3.39, and all items were categorized as High based on the interpretation criteria established in Chapter III.

The highest mean score was obtained by Item 4, “English proficiency gives students an academic and professional advantage,” with a mean score of 3.39. This indicates that respondents strongly perceived English proficiency as beneficial to their academic and professional development. Half of the respondents (50.00%) strongly agreed with the statement, while 43.54% agreed.

The second-highest mean score was obtained by Item 1, “English proficiency increases career opportunities,” with a mean score of 3.37. This finding indicates that respondents strongly associated English proficiency with greater opportunities for their future careers. The response distribution shows that 50.00% of respondents strongly agreed and 43.54% agreed with this statement.

Meanwhile, the lowest mean score was obtained by Item 3, “English helps someone compete in the job market,” with a mean score of 3.32. Although this item obtained the lowest mean score among the four Academic Prestige indicators, it remained within the High category. This suggests that respondents still strongly perceived English as a useful resource for competing in the job market, although this aspect received slightly less agreement than the other indicators.

Item 2, “English is valuable capital for future employment,” obtained a mean score of 3.34 and was also categorized as “high.” This result further indicates that respondents recognized English proficiency as valuable capital for their future employment.

Overall, the Academic Prestige dimension obtained a mean score of 3.355, which falls within the High category. This finding indicates that respondents generally perceived English as having strong academic and professional value. In particular, respondents placed the strongest emphasis on the advantages that English proficiency could provide for their academic and professional development, followed by its role in increasing career opportunities.

3. Overall Prestige

After examining the social prestige and academic prestige dimensions separately, the overall level of prestige was analyzed to provide a general description of respondents’ perceptions of English as a prestigious language. The overall descriptive results were compared to provide a general picture of the respondents’ perceptions of English Prestige.

Table 4.3

Prestige Statistics

Prestige Dimension	N	Mean	Category
Social Prestige	62	3.095	High
Academic Prestige	62	3.355	High

As presented in Table 4.3, both dimensions of prestige were categorized as high. Social Prestige obtained a mean score of 3.095, while Academic Prestige obtained a higher mean score of 3.355. The results indicate that the respondents

generally perceived English as having both social and academic prestige. However, the higher mean score for Academic Prestige indicates that respondents descriptively perceived the academic value of English more strongly than its social value.

This finding suggests that respondents particularly recognized the importance of English in relation to academic and professional benefits, such as educational development, career opportunities, and future employment. Nevertheless, the social prestige dimension also received a high mean score, indicating that English was perceived as having considerable social value among the respondents. The difference between the two dimensions was subsequently examined using a paired-samples t-test to determine whether the observed difference between social prestige and academic prestige was statistically significant. The result of this test is presented in the inferential analysis section.

b. Description of the English Learning Motivation Variable

1. Integrative Orientation

Integrative orientation refers to students' motivation to learn English because they want to communicate with people from different cultures, understand English-speaking cultures, and feel connected to the international community. In this study, Integrative Orientation was measured through four questionnaire items. The responses were measured using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Table 4.4

Responses on Integrative Orientation Items

No	Statement	SD (1)	D (2)	A (3)	SA (4)	Mean	Category
1	I learn English because I want to communicate with people	4,83%	1.61%	41.93%	51.61%	3.40	High

	from different cultures						
	I want to understand the lifestyle and culture of English speakers						
2	I am motivated to learn English to feel connected with the global community	4,83%	6,45%	54,83%	33,87%	3,18	High
3	I enjoy learning about English-speaking cultures	3,22%	9,67%	41,93%	45,61%	3,29	High
4		3,22%	4,83%	58,06%	33,87%	3,23	High

As shown in Table 4.4, the mean scores of the four items ranged from 3.18 to 3.40. All four items were categorized as “high.” This shows that the respondents generally had a positive integrative orientation toward learning English. The highest mean score was obtained by Item 1, “I learn English because I want to communicate with people from different cultures,” with a mean score of 3.40. This indicates that communicating with people from different cultural backgrounds was the strongest aspect of the respondents’ integrative motivation. More than half of the respondents (51.61%) strongly agreed with the statement, while 41.93% agreed.

The second-highest mean score was obtained by Item 3, “I am motivated to learn English to feel connected with the global community,” with a mean score of 3.29. This result shows that respondents also considered English important for connecting with the wider global community. The lowest mean score was obtained

by Item 2, “I want to understand the lifestyle and culture of English speakers,” with a mean score of 3.18. Although this item received the lowest mean among the four items, it was still categorized as “High.” This means that respondents still showed a positive interest in understanding the lifestyle and culture of English speakers.

Overall, the Integrative Orientation dimension showed a high level of motivation among the respondents. The results suggest that students were particularly motivated to learn English as a means of communicating with people from different cultures and connecting with the global community. The overall mean reported in the existing analysis was 3.27, which was also interpreted as high.

2. Instrumental Orientation

Instrumental orientation refers to students’ motivation to learn English for practical purposes, such as improving academic performance, obtaining future career opportunities, and preparing for employment. In this study, instrumental orientation was measured through four questionnaire items using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Table 4.5

Responses on Instrumental Orientation Items

No	Statement	SD (1)	D (2)	A (3)	SA (4)	Mean	Category
1	Learning English is important for improving my future career opportunities	6.45%	1.61%	32.25%	59.67%	3.45	Very High
2	I want to learn English to get better academic grades	6.45%	8.06%	38.70%	46.77%	3.26	High

	English proficiency will						
3	help me obtain a scholarship or study-abroad opportunities	6.45%	1.61%	41.93%	50%	3.35	High
	I learn English because it has						
4	clear practical benefits for my future	3.225	4.84%	51.61%	40.32%	3.29	High

The results in Table 4.5 show that the respondents generally had a high level of instrumental orientation. The mean scores ranged from 3.26 to 3.45. Three items were categorized as high, while Item 1 was categorized as Very High. The highest mean score was obtained by Item 1, “Learning English is important for improving my future career opportunities,” with a mean score of 3.45. This indicates that future career opportunities were the strongest practical reason for respondents to learn English. In this item, 59.67% of respondents strongly agreed and 32.25% agreed with the statement.

The second-highest mean score was obtained by Item 3, “English proficiency will help me obtain a scholarship or study-abroad opportunities,” with a mean score of 3.35. This shows that respondents also considered English proficiency useful for accessing scholarships and study-abroad opportunities. The lowest mean score was obtained by Item 2, “I want to learn English to get better academic grades,” with a mean score of 3.26. Although this was the lowest score among the four items, it was still categorized as High. This means that academic grades were still considered a practical reason for learning English, although they were less prominent than future career opportunities. Overall, the Instrumental Orientation dimension obtained a mean score of 3.33, which falls within the High category. This result shows that respondents generally viewed English as useful for

achieving practical goals, particularly in relation to their future careers, scholarships, study-abroad opportunities, and academic development.

3. Ideal L2 Self

Ideal L2 Self refers to students' vision of themselves as successful English users in the future. It reflects their expectations, confidence, and personal goals related to their future English proficiency. In this study, Ideal L2 Self was measured through five questionnaire items using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Table 4.6

Responses on Ideal L2 Self Items

No	Statement	SD (1)	D (2)	A (3)	SA (4)	Mean	Category
1	I imagine myself speaking English fluently in the future	3.22%	3.22%	30.64%	62.90%	3.53	Very High
2	I want to become a confident English speaker	4.83%	1.61%	25.80%	67.74%	3.56	Very High
3	I believe that being proficient in English is part of my future self-identity	4.83%	3.22%	46.77%	45.16%	3.32	High

	I hope others will see me as						
4	someone competent in English	4.83%	9.67%	37.09%	48.38%	3.29	High
	I want to sound natural						
5	and confident when using English	4.83%	0	35.48%	59.67%	3.50	Very High

The results in Table 4.6 show that the respondents generally had a high level of Ideal L2 Self. The mean scores ranged from 3.29 to 3.56. Three items were categorized as Very High, while two items were categorized as High.

The highest mean score was obtained by Item 2, “I want to become a confident English speaker,” with a mean score of 3.56. This indicates that becoming a confident English speaker was the strongest aspect of the respondents’ future self-image. A large majority of respondents (67.74%) strongly agreed with the statement, while 25.80% agreed. The second-highest mean score was obtained by Item 1, “I imagine myself speaking English fluently in the future,” with a mean score of 3.53. This shows that respondents also had a strong expectation of becoming fluent English speakers in the future. The majority of respondents (62.90%) strongly agreed with this statement. The lowest mean score was obtained by Item 4, “I hope others will see me as someone competent in English,” with a mean score of 3.29. Although this was the lowest mean among the five items, it was still categorized as High. This indicates that respondents still had a positive expectation of being viewed as competent English users, although this aspect was less prominent than their desire to become confident and fluent English speakers.

Overall, the Ideal L2 Self dimension obtained a mean score of 3.44, which falls within the Very High category. This result indicates that respondents generally had a strong image of themselves as future English users. Their motivation was

particularly related to becoming confident and fluent English speakers, rather than only wanting others to recognize their English ability.

4. Learning Experience

Learning Experience refers to students' perceptions of their experiences while learning English, including classroom activities, teacher support, interaction with classmates, and their own progress and confidence. In this study, Learning Experience was measured through six questionnaire items using a four-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

Table 4.7

Responses on Learning Experience Items

No	Statement	SD (1)	D (2)	A (3)	SA (4)	Mean	Category
1	I enjoy my English learning experience in class	4.83%	9.67%	53.22%	32.25%	3.13	High
2	My English teachers encourage and support my learning	3.22%	4.83%	59.67%	32.25%	3.21	High
3	My classmate motivates me to improve my English skills	3.22%	8.06%	62.90%	25.80%	3.11	High
4	I feel satisfied with the progress I make in	4.83%	6.45%	67.74%	20.96%	3.05	High

	learning						
	English						
	I feel more						
	motivated						
	when						
5	classroom	4.83%	6.45%	48.38%	40.32%	3.24	High
	activities are						
	interesting						
	I feel						
	confident						
6	when I	4.83%	4.83%	46.77%	43.54%	3.29	High
	successfully						
	complete						
	English tasks.						

The results in Table 4.7 show that the respondents generally had a high level of positive learning experience. The mean scores ranged from 3.05 to 3.29, and all six items were categorized as High. The highest mean score was obtained by Item 6, “I feel confident when I successfully complete English tasks,” with a mean score of 3.29. This indicates that successfully completing English tasks was closely related to students’ positive learning experiences. Almost half of the respondents (43.54%) strongly agreed with the statement, while 46.77% agreed. The second-highest mean score was obtained by Item 5, “I feel more motivated when classroom activities are interesting,” with a mean score of 3.24. This suggests that interesting classroom activities played an important role in maintaining students’ motivation to learn English.

The lowest mean score was obtained by Item 4, “I feel satisfied with the progress I make in learning English,” with a mean score of 3.05. Even though it had the lowest mean, the item was still categorized as High. This shows that respondents were generally satisfied with their learning progress, although this aspect received slightly less agreement than the other learning experience indicators. Overall, the Learning Experience dimension obtained a mean score of 3.17, which falls within

the High category. This indicates that respondents generally had positive experiences in learning English. Their responses particularly show the importance of successful task completion and interesting classroom activities in supporting their motivation.

5. Overall Motivation for Learning English

After examining the four dimensions of English learning motivation separately, the overall results were compared to provide a general picture of the respondents' motivation to learn English. The four dimensions included Integrative Orientation, Instrumental Orientation, Ideal L2 Self, and Learning Experience.

Table 4.8

Motivation Statistics

Motivation Dimension	N	Mean	Category
Integrative Orientation	62	3.270	High
Instrumental Orientation	62	3.330	High
Ideal L2 Self	62	3.440	Very High
Learning Experience	62	3.171	High

As presented in Table 4.8, all four dimensions of English learning motivation were categorized as High or Very High. Three dimensions, namely Integrative Orientation, Instrumental Orientation, and Learning Experience, were categorized as High, while Ideal L2 Self was categorized as Very High. The highest overall mean was obtained by Ideal L2 Self, with a mean score of 3.440, which was categorized as Very High. This indicates that the respondents had a strong image of themselves as future English users. Their motivation was particularly related to becoming confident and proficient English speakers.

The second-highest overall mean was obtained by Instrumental Orientation, with a mean score of 3.330, followed by Learning Experience with a mean score of 3.171. This result shows that practical purposes and students' experiences during the learning process were also important aspects of their motivation to learn English. Meanwhile, Integrative Orientation obtained the lowest overall mean, with a score of 3.270. Although it had the lowest mean among the four dimensions, it

was still categorized as High. This indicates that respondents continued to have a strong interest in learning English for communication with people from different cultures and for connecting with the wider international community. Overall, the results show that the respondents had a high level of motivation to learn English. Among the four dimensions, Ideal L2 Self showed the highest overall mean, suggesting that the respondents' vision of themselves as confident and proficient English speakers was the most prominent dimension of their English learning motivation.

3. Hypothesis Testing

a. Simple Linear Regression

To answer the first research question, a simple linear regression analysis was conducted to examine whether Prestige significantly influences students' English learning motivation. The results of the regression analysis are presented in Table 4.9.

Table 4.9

Simple Regression Results

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	6.443	4.515		1.427	0.159
Prestige (X)	1.268	0.100	0.853	12.654	0.000

Based on Table 4.9, Prestige had a positive and significant effect on English Learning Motivation. The regression coefficient was 1.268, with a standardized Beta coefficient of 0.853. The t-value was 12.654, and the significance value was 0.000. Since the significance value was lower than 0.05, Prestige significantly influenced students' English Learning Motivation.

The model summary showed an R value of 0.853, R Square of 0.727, and Adjusted R Square of 0.723. This means that Prestige explained 72.7% of the variation in students' English Learning Motivation, while the remaining 27.3% was explained by other factors outside the model. Therefore, H_1 was accepted, and H_0 was rejected. The result indicates that students' perceptions of English Prestige significantly and positively influenced their motivation to learn English.

b. Multiple Linear Regression

A multiple linear regression analysis was conducted to determine which dimension of Prestige has a stronger influence on students' English learning motivation. The analysis included Social Prestige and Academic Prestige as the independent variables. The results are presented in Table 4.10.

Table 4.10

Multiple Regression Results

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	6.911	4.527		1.527	0.132
Social Prestige (X_1)	1.002	0.260	0.470	3.860	0.000
Academic Prestige (X_2)	1.845	0.531	0.424	3.475	0.001

The results show that the multiple correlation coefficient (R) was 0.856, indicating a strong relationship between Social Prestige, Academic Prestige, and English Learning Motivation. The R Square value was 0.733, meaning that Social Prestige and Academic Prestige together explained 73.3% of the variation in students' English Learning Motivation. The remaining 26.7% was explained by other factors that were not included in the regression model. The Adjusted R Square was 0.724, showing that the explanatory power of the model remained substantial after adjustment.

To determine which dimension of English Prestige had the stronger influence on English Learning Motivation, the standardized Beta (β) coefficients of Social Prestige and Academic Prestige were compared. A larger absolute Beta coefficient indicates a stronger relative contribution to the dependent variable. Based on the regression analysis presented in Table 4.10, Social Prestige ($\beta = 0.470$) exerted a slightly stronger influence on students' English Learning Motivation than Academic Prestige ($\beta = 0.424$), indicating that Social Prestige was the more dominant predictor between the two dimensions. Nevertheless, both dimensions were statistically significant, confirming that the two dimensions of English Prestige jointly explained students' motivation to learn English. The result also

indicates that examining Social Prestige and Academic Prestige separately provides a more detailed understanding of how different aspects of prestige relate to students' motivation. Therefore, the multiple linear regression analysis provides evidence that Social Prestige and Academic Prestige collectively accounted for a substantial proportion of the variation in English Learning Motivation, with an explanatory power of 73.3%.

c. T-Test Results (Partial Significance)

A paired samples t-test was conducted to determine whether there was a significant difference between students' perceptions of Social Prestige and Academic Prestige. The descriptive statistics of both variables are presented in Table 4.11.

Table 4.11

Comparison of Social and Academic Prestige

Category	N	Mean	Std. Deviation	Min	Max
Social Prestige	62	3.095	0.557	1.00	4.00
Academic Prestige	62	3.355	0.681	1.00	4.00

Table 4.11 presents the descriptive statistics for Social Prestige and Academic Prestige based on responses from all 62 participants. The results show that Academic Prestige recorded a higher mean score ($M = 3.355$, $SD = 0.681$) than Social Prestige ($M = 3.095$, $SD = 0.557$). This indicates that students generally perceived the academic value of English more strongly than its social status implications.

Both dimensions had the same minimum and maximum scores, with a minimum of 1.00 and a maximum of 4.00. The slightly higher standard deviation for Academic Prestige (0.681) compared to Social Prestige (0.557) indicates that students' perceptions of the academic value of English were somewhat more varied, while their perceptions of English as a social status marker were relatively more consistent. To determine whether the observed difference between the mean scores of Social Prestige and Academic Prestige was statistically significant, a paired-samples t-test was conducted. The results are presented in Table 4.12.

Table 4.12*Paired Samples T-Test Results*

Comparison	Mean Diff.	Sd Diff	t	df	Sig.(2- tailed)	Cohen's d
Social-Academic	-0.260	0.376	-5.435	61	0.000	-0.690

The paired-samples t-test revealed a statistically significant difference between Social Prestige and Academic Prestige, $t(61) = -5.435$, $p = 0.000$. Since the significance value was lower than 0.05, the null hypothesis was rejected, indicating that the difference between the two dimensions was statistically significant.

The mean difference was -0.260, indicating that the mean score of Academic Prestige was higher than that of Social Prestige. Academic Prestige had a mean score of 3.355 (SD = 0.681), whereas Social Prestige had a mean score of 3.095 (SD = 0.557). The analysis also produced a Cohen's d value of -0.690, which indicates a medium effect size (Cohen, 2012). Therefore, although students perceived both dimensions of English Prestige positively, the results show that Academic Prestige was perceived significantly higher than Social Prestige. This suggests that students placed greater value on the academic and professional advantages associated with English than on its social status implications.

B. Discussion

1. The Effect of Prestige Perception on EFL Learning Motivation

The results of this study confirm that prestige significantly and positively influences the motivation of EFL students to learn English ($\beta = 0.853$, $p = 0.000$). This finding supports the theoretical frameworks of Labov (1972) and Trudgill (2000), who conceptualized linguistic prestige as the positive social assessment attached to a language, which in turn shapes speakers' language attitudes and behaviors.

The finding is also consistent with Sadaf et al. (2025), who argued that English functions as symbolic, economic, and cultural capital in contemporary global society. When students perceive English as prestigious, this symbolic

value appears to energize their motivational drives across all sub-dimensions: integrative, instrumental, ideal L2 self, and learning experience. Specifically, the R^2 value of 0.727 indicates that nearly three-quarters of learning motivation can be attributed to prestige perception alone, making it a substantial predictor.

Furthermore, the descriptive data showed that 90.32% of respondents reported high to very high prestige perceptions, while 91.93% demonstrated high to very high motivation levels. This parallel distribution suggests a meaningful alignment between prestige perception and motivational outcomes, reinforcing Gardner's (1985) Socio-Educational Model, which posits that social attitudes toward a language directly influence learning motivation.

2. Social Prestige as the Stronger Motivational Predictor

The multiple regression analysis revealed that social prestige ($\beta = 0.470$) exerted a slightly stronger influence on learning motivation than academic prestige ($\beta = 0.424$). This finding is particularly meaningful given the participants' context: as members of Indonesian society where English proficiency is closely associated with intelligence, modernity, and higher social class, students' motivation is substantially shaped by the social symbolic value of English rather than its academic utility alone.

This result is consistent with Labov (1972) and Trudgill (2000), whose linguistic prestige theory identifies the overt social prestige of a language as a primary force shaping speakers' language attitudes and behaviors. It also aligns with findings from Al-Saidat (2009) and Hadji (2025), both of whom showed that learners' perception of English as a socially prestigious, globally dominant language constitutes a powerful motivational driver. In the Indonesian context specifically, where English is widely regarded as a symbol of education, intelligence, and global identity, it is understandable that the social dimension of prestige exerts the stronger motivational pull.

Nevertheless, academic prestige also remained a significant predictor ($\beta = 0.424$, $p = 0.001$), confirming that perceptions of English as a medium of scientific authority, academic recognition, and professional advancement also contribute meaningfully to motivation. This is consistent with Wirtz and Ender

(2025), who found that the functional utility of a language in professional and academic domains reinforces its motivational appeal, and with Sadaf et al. (2025), who emphasized English as economic and cultural capital that enables access to higher education and global networks.

In summary, the findings of this study suggest that both dimensions of prestige are important, but social prestige is the more potent driver of motivation in this particular population. Educational institutions should therefore leverage both social and academic prestige narratives in designing motivating learning environments, while remaining mindful of the potential identity pressures associated with excessive prestige, as cautioned by Ibarra-Gambrill (2021).



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study investigated the effect of prestige on EFL students' motivation in learning English among fourth-semester students of the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. Based on the data analysis and discussion presented in the previous chapter, the following conclusions can be drawn.

First, prestige significantly and positively influences EFL students' motivation to learn English. The simple linear regression analysis yielded a standardized beta coefficient of $\beta = 0.853$ ($t = 12.654$, $p = 0.000$), with an R^2 value of 0.727, indicating that 72.7% of the variance in learning motivation is explained by prestige perception alone. This means that the higher students' perception of English as a prestigious language, the higher their motivation to learn it. This finding supports the theoretical frameworks of Labov (1972) and Trudgill (2000) regarding linguistic prestige, as well as Gardner's (1985) Socio-Educational Model, which posits that social attitudes toward a language directly shape learning motivation. It also confirms the view of Sadaf et al. (2025) that English functions as symbolic, economic, and cultural capital in global society, and that this symbolic value energizes motivational drives across all dimensions: integrative orientation, instrumental orientation, ideal L2 self, and learning experience.

Second, both dimensions of social prestige and academic prestige are significant independent predictors of motivation. The multiple linear regression analysis revealed that social prestige produced a standardized beta of $\beta = 0.470$ ($t = 3.860$, $p = 0.000$), while academic prestige yielded $\beta = 0.424$ ($t = 3.475$, $p = 0.001$). Based on the standardized beta coefficients, social prestige exerted a marginally stronger influence on motivation than academic prestige. This finding indicates that students' perception of English as a marker of intelligence, modernity, and high social status in society is the more dominant motivational force among this population. Nevertheless, academic prestige also contributed

significantly and distinctly, reflecting the participants' recognition of English as a primary medium of scientific authority, research, and professional advancement in their academic field. Together, these two dimensions confirm that the prestige-motivation relationship operates through dual sociocultural pathways. Additionally, a paired samples t-test was conducted to examine whether students perceived the two prestige dimensions differently. The results revealed that academic prestige ($M = 3.355$, $SD = 0.681$) was rated significantly higher than social prestige ($M = 3.095$, $SD = 0.557$), $t(61) = -5.435$, $p < .001$, with a medium effect size (Cohen's $d = -0.690$). This finding indicates that while both dimensions of prestige significantly predict motivation, students place greater emphasis on the professional and academic value of English than on its social status implications, a pattern consistent with the strong instrumental motivation orientation observed across the sample.

In summary, this study provides strong empirical evidence that prestige perception functions as a powerful sociocultural motivator for EFL learners. The symbolic value of English both as a social marker and as an academic asset plays a substantial role in sustaining students' motivation across all motivational dimensions studied.

B. Suggestions

Based on the findings and conclusions of this study, the following suggestions are offered for various stakeholders.

For English teachers and instructors, the findings suggest that acknowledging the symbolic value of English in classroom interactions can be a strategic tool for enhancing student motivation. Teachers are encouraged to connect language learning activities to real-world contexts that highlight the social and professional benefits of English proficiency, such as academic publication, international communication, and career development. Furthermore, since the learning experience dimension showed that students are most motivated by interesting classroom activities and experiences of personal success, teachers should prioritize varied, interactive instructional strategies and provide consistent formative feedback to help students recognize their own

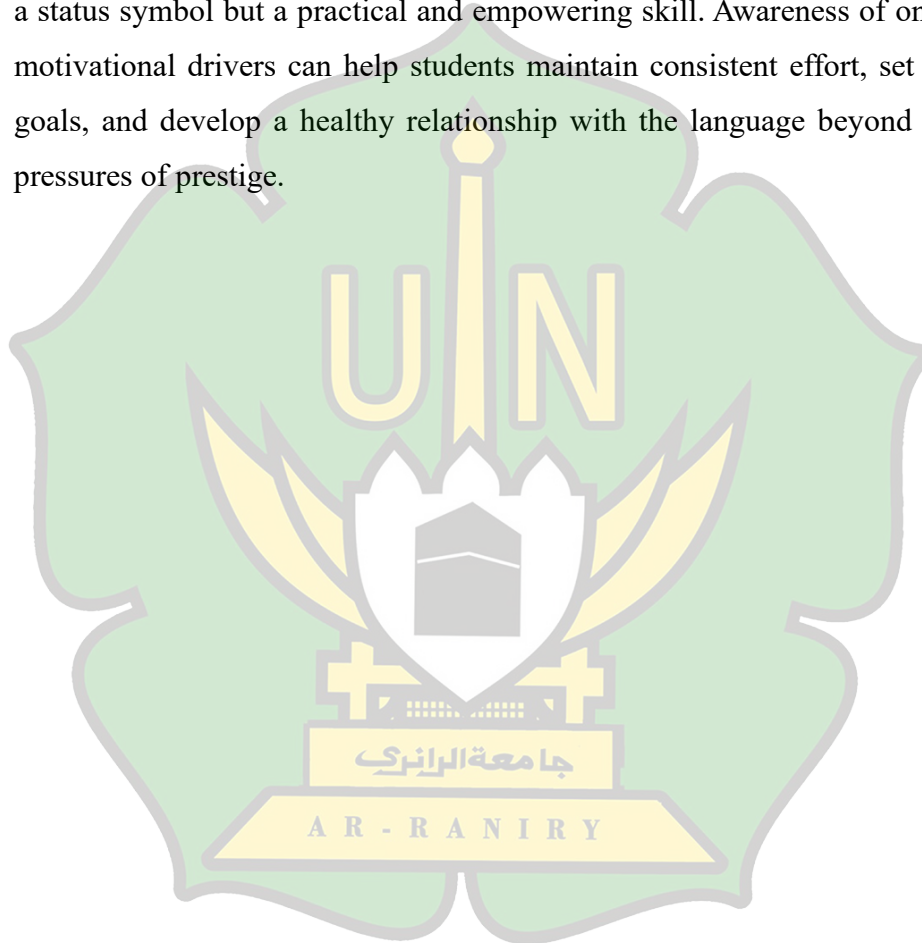
progress. As Dahliana (2019) found in the UIN Ar-Raniry context specifically, a supportive communication style and engaging classroom activities are among the most influential factors driving student participation.

For curriculum designers and institutional policymakers at UIN Ar-Raniry, this study recommends that English language programs be designed to balance global competitiveness with cultural inclusivity. Curriculum materials should reflect the dual prestige dimensions identified in this study by integrating both socially relevant content, such as English in media, global identity, and community engagement, and academically relevant tasks, such as reading and producing academic texts, engaging with international research, and developing professional communication skills. At the same time, following the caution raised by Ibarra-Gambrill (2021), institutions should be careful not to reinforce elitist or near-native norms that may create identity pressure or linguistic insecurity among learners. The goal should be to empower students to see English as a tool for participation and self-expression, rather than as an exclusive marker of social status.

For future researchers, this study opens several avenues for further investigation. First, since this study was limited to fourth-semester students of one study program at a single institution, future research should extend the sample to include students from different semesters, disciplines, and universities to improve generalizability. Second, while this study used a quantitative correlational design, future studies could employ a mixed-methods approach, incorporating interviews or focus group discussions to explore how students personally experience and narrate the prestige of English. This would provide deeper qualitative insight into the motivational processes identified here. Third, longitudinal studies could examine whether prestige-driven motivation is sustainable over time or whether it changes across different stages of language learning. Finally, future research could investigate whether prestige perception mediates the relationship between external factors, such as media exposure or peer influence, and motivation outcomes, building on the findings of Hadji

(2025) regarding the role of American media in shaping EFL learners' prestige perception.

For students themselves, the results of this study underscore the importance of reflecting on personal motivations for learning English. Students are encouraged to cultivate both socially and academically grounded reasons for engaging with the language, recognizing that English proficiency is not merely a status symbol but a practical and empowering skill. Awareness of one's own motivational drivers can help students maintain consistent effort, set realistic goals, and develop a healthy relationship with the language beyond external pressures of prestige.



REFERENCES

- Al-Saidat, E. M. (2009). English in Jordan: Attitudes and prestige. *Indian Journal of Applied Linguistics*, 35(2), 155–172.
- Anwar, R., & Nugroho, Y. (2019). English as a symbol of prestige: Indonesian students' perceptions toward English proficiency. *Indonesian Journal of EFL and Linguistics*, 4(2), 235–250.
- Bagheri Nevisi, R., & Farhani, A. (2022). Motivational factors affecting Iranian English as a foreign language (EFL) learners' learning of English across differing levels of language proficiency. *Frontiers in Psychology*, 13, Article 869599. <https://doi.org/10.3389/fpsyg.2022.869599>
- Boone, H. N., Jr., & Boone, D. A. (2012). Analyzing Likert data. *Journal of Extension*, 50(2), Article 48. <https://doi.org/10.34068/joe.50.02.48>
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). Greenwood Press.
- Carter, E. (2025). English learning around the world: Trends, stats, and insights. *GET Global English Test*. <https://globalenglishtest.com/english-learning-around-the-world-trends-stats-and-insights/>
- Chotimmah, A. K., Linda, & Muntiningsih, R. (2023). The effect of global English on EFL students' motivation to learn English. *International Journal of Indonesian Education and Teaching*, 7(1), 84–99. <https://doi.org/10.24071/ijiet.v7i1.4985>
- Cohen, J. (2012). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W., & Creswell, D. J. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

- Creswell, J. W., & Guetterman, T. C. (2023). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (7th ed.)*. Pearson Education.
- Crystal, D. (2003). *English as a global language (2nd ed.)*. Cambridge University Press.
- Dahliana, S. (2019). Students' motivation and responsive pedagogy in language classroom. *Englisia: Journal of Language, Education, and Humanities*, 6 (2), 75-87. <https://doi.org/10.22373/ej.v6i2.4601>
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.
- Dewaele, J.-M., & Saito, K. (2024). Are enjoyment, anxiety and attitudes/motivation different in English foreign language classes compared to LOTE classes? *Studies in Second Language Learning and Teaching*, 14(1), 171–191. <https://doi.org/10.14746/ssllt.42376>
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation (3rd ed.)*. Routledge.
- EF Education First. (2024). EF English Proficiency Index 2024: A ranking of 116 countries and regions by English skills. *EF Education First*. <https://www.ef.com/wwen/eipi/>
- Eragamreddy, N. (2024). Motivation and affective factors to learn English as a second language. *Premise: Journal of English Language Education and Applied Linguistics*, 13(2), 409–428. <https://doi.org/10.24127/pj.v13i2.9629>
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics (5th ed.)*. SAGE Publications.

- Francis, N., & Ryan, P. M. (1998). English as an international language of prestige: Conflicting cultural perspectives and shifting ethnolinguistic loyalties. *Anthropology and Education Quarterly*, 29(1), 25–43.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Newbury House.
- George, D., & Mallery, P. (2019). *IBM SPSS statistics 25 step by step: A simple guide and reference (15th ed.)*. Routledge.
- Hadji, M. (2025). The effect of American media on the attitudes of learners of English as a foreign language: Analyzing motivation, language preference, and prestige. *Ancient Land International Scientific Journal*, 7(4), 128–142. <https://doi.org/10.36719/2706-6185/46/134-148>
- Ibarra-Gambrill, S. (2021). *Need not apply: A systematic literature review re-evaluating English prestige and its retribution on foreign English language leaders and their learners' identity* [Master's thesis, Hamline University]. ProQuest Dissertations and Theses Global.
- Khazanah, D. (2023). Exploring Indonesian learners' attitudes and beliefs toward English accents. *Journal of English Language and Culture*, 10(2), 101–112. <http://dx.doi.org/10.21462/jeltl.v8i3.1153>
- Labov, W. (1972). *Sociolinguistic patterns*. University of Pennsylvania Press.
- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS (7th ed.)*. McGraw-Hill.
- Riduwan. (2010). Skala pengukuran variabel-variabel penelitian. *Alfabeta*.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>.

- Sadaf, M., Gul, S., Bibi, S., & Khan, S. (2025). Language as capital: The economic and cultural power of English. *Journal of Applied Linguistics and TESOL*, 8(1), 185–199.
- Setiaman, S. (2020). *Merancang kuesioner untuk penelitian*. Media Edukasi.
- Song, Y. (2024). Assessing the interactions between learning enjoyment, motivation, burnout, and grit in EFL students: a mixed-methods approach. *BMC Psychology*, 12, Article 796. <https://doi.org/10.1186/s40359-024-02303-6>
- Sugiyono. (2022). *Metode penelitian: Kuantitatif, kualitatif, dan R&D* (2nd ed.). Alfabeta.
- Trudgill, P. (1972). Sex, covert prestige and linguistic change in the urban British English of Norwich. *Language in Society*, 1(2), 179–195. <https://doi.org/10.1017/S0047404500000488>.
- Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society* (4th ed.). Penguin Books.
- Wirtz, M., & Ender, A. (2025). Functional prestige and L2 learning attitudes: A sociolinguistic perspective. *European Journal of Applied Linguistics*, 12(1), 45–63.
- Yue, Z., Zhao, K., Meng, Y., Qian, X., & Wu, L. (2022). Toward a better understanding of language learning motivation in a study abroad context: An investigation among Chinese English as a foreign language learners. *Frontiers in Psychology*, 13, Article 855592. <https://doi.org/10.3389/fpsyg.2022.855592>
- Zhang, T. (2024). Effects of self-regulation strategies on EFL learners' language learning motivation, willingness to communicate, self-efficacy, and creativity. *BMC Psychology*, 12, Article 176. <https://doi.org/10.1186/s40359-024-01567-2>

APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1696 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2006 tentang pengelolaan kepegawaian Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 402 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Penempatan dan Pemberhentian PNS di Lingkungan Departemen Agama; 10. Keputusan Menteri Keuangan Nomor 203/KM.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Penerimaan di Lingkungan UIN Ar-Raniry Banda Aceh.
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	Menunjuk Saudara : Siti Khairah, S.Ag., M.Pd. Untuk membimbing Skripsi : Nama : Cut Qatib Syafiq NIM : 220203069 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Effect of "Prestige" Shapes on EFL Student Motivation in Learning English
KEDUA	Kepada pembimbing yang tercatat namanya dalam diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
KETIGA	Pembayaran akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423025/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.
KUATUPAT	Keputusan ini berlaku selama masa bakti sejak tanggal ditetapkan.
KELIMA	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 22 Desember 2025

Dekan



Lampiran:

- 1. Akta Kelahiran Saudara Siti Khairah
- 2. Akta Pendidikan Tinggi Saudara Siti Khairah
- 3. Akta Pengangkatan Pembimbing Skripsi
- 4. Akta Pengangkatan Pembimbing Skripsi
- 5. Akta UIN Ar-Raniry Banda Aceh
- 6. Akta Bagian Keuangan dan Akta UIN Ar-Raniry Banda Aceh di Banda Aceh
- 7. Yang Berkepentingan
- 8. Lampiran



Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

R. Syekh Abdur Rauf Kopeima Darussalam Banda Aceh Telp/Fax. : 0651-312921

Nomor : B-690/Un.08/FTK.1/TL.00/2/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh,

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203069

Nama : CUT QISTHI SYAFIERA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : BANDAR UDARA CUT NYAK DHEN KEUMALA KUALA TRANG

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *THE EFFECT OF "PRESTIGE" SHAPES ON EFL STUDENT MOTIVATION IN LEARNING ENGLISH*

Banda Aceh, 11 Februari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Berlaku sampai : 27 Maret 2026

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

جامعة الرانيري

AR - RANIRY

Appendix C: Confirmation Letter from English Language Education Department


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Raniif Kopelma Darussalam Banda Aceh
 Email : phi.flk@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor: B-203/Un.CB/PB/Kp.01.2/5/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Cut Qisthi Syafiera
NIM	: 220203069
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Ulee Kareng, Ceurik

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"The Effect of "Prestige" Shapes on EFL Student Motivation in Learning English"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 5 Mei 2026
 Ketua Prodi Pendidikan Bahasa Inggris,

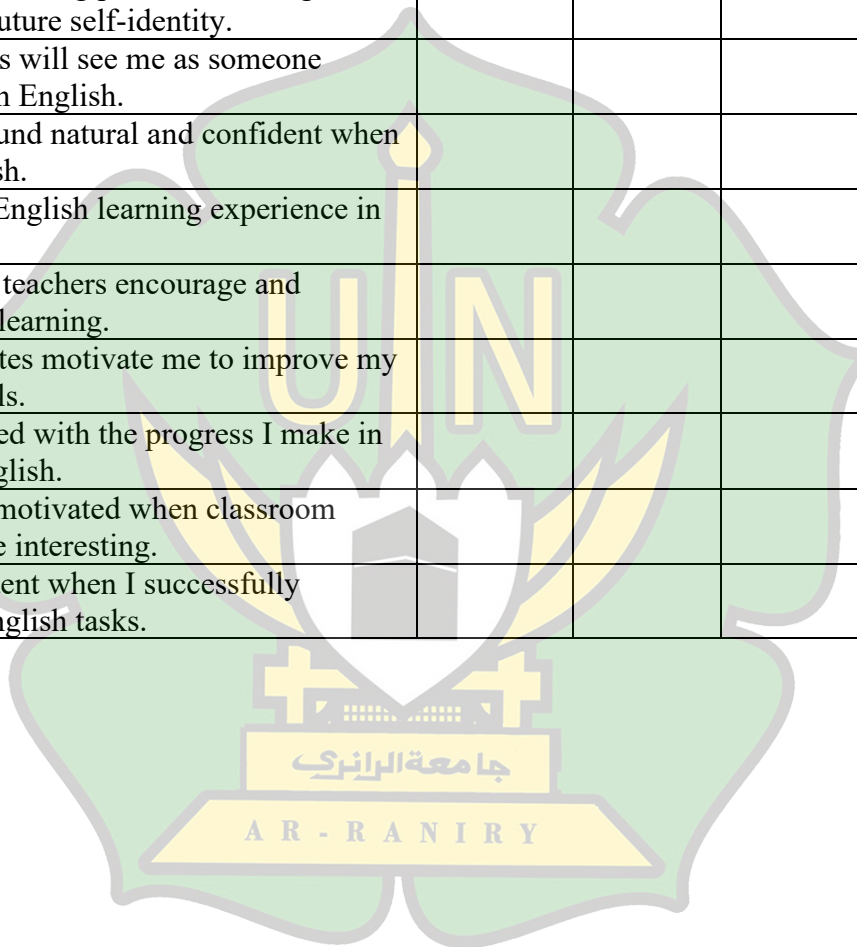
 Syarifah Dahllana



Appendix D: Questionnaire

Questions	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
People who speak English are respected in my society.				
English ability makes someone socially valued.				
English speakers often receive positive attention from others.				
I feel more confident socially when I use English.				
People who speak English are viewed as more intelligent.				
Students with good English skills are considered smarter.				
English proficiency is associated with being highly educated.				
Speaking English makes someone appear globally connected.				
English helps me feel part of the international community.				
Using English reflects modernity and global-mindedness.				
English proficiency increases career opportunities.				
English is valuable capital for future employment.				
English helps someone compete in the job market.				
English proficiency gives students an academic and professional advantage.				
I learn English because I want to communicate with people from different cultures.				
I want to understand the lifestyle and culture of English speakers.				
I am motivated to learn English to feel connected with the global community.				
I enjoy learning about English-speaking cultures.				
Learning English is important for improving my future career opportunities.				
I want to learn English to get better academic grades.				

English proficiency will help me obtain scholarships or study-abroad opportunities.				
I learn English because it has clear practical benefits for my future.				
I imagine myself speaking English fluently in the future.				
I want to become a confident English speaker.				
I believe that being proficient in English is part of my future self-identity.				
I hope others will see me as someone competent in English.				
I want to sound natural and confident when using English.				
I enjoy my English learning experience in class.				
My English teachers encourage and support my learning.				
My classmates motivate me to improve my English skills.				
I feel satisfied with the progress I make in learning English.				
I feel more motivated when classroom activities are interesting.				
I feel confident when I successfully complete English tasks.				



Appendix E: SPSS Output

1. Normality

	PRETEST1	PRETEST2	PRETEST	SIG. (2-TAILED)	N
Observed Value	24,21	78,52	62,89	10,162	62
Residual	-17,556	15,836	,000	6,134	62
Std. Residual Value	3,776	1,351	,000	1,001	62
Std. Residual	-2,846	2,847	,000	,903	62

a. Dependent Variable: Y

NPAR TESTS

/Z=8 (NORMAL) *RES_1
/MISSING=ANALYSIS.

NPar Tests

One-Sample Kolmogorov-Smirnov Test

	Untransformed and Transformed
N	62
Normal Parameters ^{a,b}	Mean .0000000 Std. Deviation 8,10004157
Most Extreme Differences	Absolute .138 Positive .101 Negative -.138
Test Statistic	.138
Asymp. Sig. (2-tailed)	.015 ^c

- a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

2. Linearity

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups (Combined)	7311,422	21	348,163	10,848	,001
	Linearity	1252,488	1	1252,488	38,818	,001
	Deviation from Linearity	1056,834	20	52,842	1,850	,181
	Within Groups	1283,755	40	32,094		
Total		1595,177	61			

Measures of Association

	R	R Squared	Eta	Eta Squared
Y * X	,853	,727	,923	,851

ANOVA Table				Sum of Squares	df	Mean Square	F	Sig.
Y1X1	Between Groups	Combined		7155,508	18	397,585	11,218	,000
		Linearity		9830,463	1	9830,463	173,714	,000
		Deviation from Linearity		1358,048	10	135,805	2,245	,018
Within Groups				1409,069	42	33,564		
Total				8555,177	51			

Measures of Association				
	R	R Squared	Eta	Eta Squared
Y1X1	,824	,678	,914	,835

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y1X2	Between Groups	Combined	6285,333	8	1047,551	24,943	,000
		Linearity	6720,524	1	6720,524	186,213	,000
		Deviation from Linearity	564,832	5	112,933	2,834	,033
Within groups			2809,872	35	41,098		
Total			8895,177	41			

Measures of Association				
	R	R Squared	Eta	Eta Squared
Y1X2	,816	,666	,855	,731

3. Multicollinearity

➔ Regression

[DataSet1] C:\Users\US2R\OneDrive\Documents\y1x2y.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1.	X2, X1 ^a		Enter

a. Dependent Variable: Y

b. All requested variables entered.

Coefficients^a

Collinearity Statistics			
Model		Tolerance	VIF
1	X1	,305	3,283
	X2	,305	3,283

a. Dependent Variable: Y

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	X1	X2
1	1	2,973	1,000	,00	,00	,00
	2	,021	11,663	,92	,04	,14
	3	,008	22,039	,08	,96	,86

a. Dependent Variable: Y

4. Simple Linear Regression

Coefficients ^a										
Model		Unstandardized Coefficients	Standardized Coefficients			95.0% Confidence Interval B		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	4,342	4,578		1,107	,354	-9,244	16,427		
	X	1,366	,108	,952	12,624	,003	1,147	1,483	,952	,003

a. Dependent Variable: Y

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,952 ^a	,717	,723	6,249	,717	192,136	1	60	,020

a. Predictors: (Constant), X
b. Dependent Variable: Y

5. Multiple Linear Regression

Coefficients ^a										
Model		Unstandardized Coefficients	Standardized Coefficients			95.0% Confidence Interval B		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	4,511	4,527		,925	,352	-9,147	5,069		
	X1	1,132	,340	,773	3,334	,003	,453	1,792	,854	,416
	X2	1,845	,431	,704	4,285	,001	,982	2,707	,818	,412

a. Dependent Variable: Y

Model Summary ^a									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	,895 ^a	,713	,724	6,237	,713	60,982	2	59	,000

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

6. Paired Samples T-Test

T-Test
[DataSet0] Dr.Dur Al-Raniry Academic Journal and Proposals test mean.sav

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1: dr_mca1	3,0090	62	,53700	,06825
dr2_mca2	3,9648	62	,54136	,06851

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1: dr_mca1 dr2_mca2	62	,824	,000

Paired Samples Test							
Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
Pair 1: dr_mca1 - dr2_mca2	-.95580	,37622	,04770	Lower	Upper	-20,038	,000

AUTOBIOGRAPHY

1. Name : Cut Qisthi Syafiera
2. Student Number : 220203069
3. Place/Date of Birth : Keutapang, 03 September 2004
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Address : Jl. Bandar Udara Cut Nyak Dhien Ds. Kuala
Trang Kec. Kuala Pesisir Kab. Nagan Raya
8. Email : 220203069@student.ar-raniry.ac.id
9. Phone Number : 082360688478
10. Parents
 - a. Name of Father : T. Darlisman
 - b. Name of Mother : Azizah
 - c. Father's Occupations : Entrepreneur
 - d. Mother's Occupations : Civil Servant
 - e. Address : Jl. Bandar Udara Cut Nyak Dhien Ds. Kuala
Trang Kec. Kuala Pesisir Kab. Nagan Raya
11. Education
 - a. Elementary : SDN Kuala Trang
 - b. Junior High School : SMPN 2 Sigli
 - c. Senior High School : MAN 1 Sigli
 - d. University : UIN Ar-Raniry Banda Aceh