

AN ANALYSIS ON STUDENTS' INTRINSIC MOTIVATION IN LEARNING ENGLISH

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Abstract

This research is based on the problem of Students' Intrinsic Motivation In Learning English in the Eleventh Grade Students of Accounting Study Program At SMK Negeri 1 Pontianak. The main objective of this research is answering the research problems; how high is the students' intrinsic motivation in learning English and the factors that influence the students' intrinsic motivation in learning English. The purpose of this research is to find the students' intrinsic motivation in learning English based on Self-Determination Theory (SDT). The writer applied questionnaire and interview in this research. The conclusion for autonomy factor was most of the students were experiencing behaviour that emanate from themselves rather than from external sources and accompanied by feeling of curiosity and interest in learning English. Students are autonomous when they willingly devote their time and energy in learning English as shown in their answers from the questionnaire given to them. The conclusion for competence factor was most of the students can be said to be competent when they feel able to meet the challenges in their English learning as shown in their answers from the questionnaire given to them. The conclusion for relatedness factor was most of the students feels the psychological sense of being with others, whether they are fellow students or teachers in learning activity.

Keywords: *Intrinsic Motivation, Self-Determination Theory, learning English*

INTRODUCTION

One of the factors needed in learning English is motivation. Motivation will be needed to support the students in learning English. In other words, motivation can affect the students to learn. They do not use English for their daily communication. It is the reason why some students feel learning English is not really important. Therefore, they do not have any motivation to learn English. They need the purpose to encourage them in learning English. Being the English Foreign Language (EFL) students, they need much exposure to learn the language. The language should be primary used to communicate in learning process, whether it is in the classroom or outside the classroom. The classroom atmosphere is important because their learning experience, such as

carring, supportive place where students can feel they belong to that place and they can get support to be involved in teaching learning process. Beside classroom activities, other activities that can encourage them to communicate in English are English club and other extra curricular activities.

In Indonesia, there are two different purposes in teaching learning process for the secondary school. The first is general high school with the aim to give the students general knowledge divided into three program social, science and language so they can continue their study to the higher education level, such as in academy or university. The second is vocational high school. The aim of vocational school is giving the students specific skills, which match with special job requirements, such as

tour conducting subject for tourism program, so they can work after they have graduated.

There are some different vocational high schools with different departments, such as management business, tourism, and informatics. SMK Negeri I Pontianak is a vocational school which has two departments, they are management business and tourism. It trains the students to have specific skills in management business and tourism. One skill of the vocational students should master is language skill to communicate, and as the International language that is used to communicate in almost around the world acquiring English is very important for vocational students. Therefore the students' motivation to learn English is needed to make them interested in learning it.

In SMK Negeri 1 Pontianak the curriculum applied is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Based on *KTSP* there are two standard as the goals of the curriculum. They are *Standard Isi* or The Standard of the Content which focus on the materials and level of competence should be acquire by the vocational school students and *Standard Kompetensi Lulusan* or The Graduation Competence Standard which focus on the skills should be acquired by the vocational students.

Motivation is related to someone's willingness in doing something. Richard M. Ryan and Edward L. Deci (2000:69) stated that Motivation concerns energy, direction, persistence and equifinality--all aspects of activation and intention. Motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation. It means that motivation is related to how someone's support themselves to do something. There are two kinds of motivation, intrinsic and extrinsic motivation. The intrinsic motivation is related to the inside motivation of someone and extrinsic motivation related to the external factors can influence someone's motivation in doing something.

There is also another concept in the field of motivation introduced by Ryan & Deci

(2000) as Self-Determination Theory; Ryan & Deci (2000) say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. In this research the writer will analyze the intrinsic motivation.

To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, the individuals who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable. Intrinsic motivation refers to behaviors done in the absence of external impetus that are inherently interesting and enjoyable (Ryan and Deci, 2000). For example, when people are intrinsically motivated they play, explore, and engage in activities for the inherent fun, challenge, and excitement of doing so.

Self-determination theory (SDT) (Ryan & Deci, 2000) explains human motivation by focusing on the importance of human internal resources for development and behavior regulation. In this theory, humans are assumed to have active, endogenous tendencies toward psychological growth and integration. As such, humans innately strive to assimilate their social and physical worlds, to discover new perspectives, and to actively engage with and integrate themselves into a larger social whole.

Numerous studies support the SDT postulate that satisfaction of students' basic psychological needs for autonomy, competence, and relatedness is critical for their internalization of academic motivation. Thus, in classroom contexts that support satisfaction of autonomy, competence, and relatedness, students tend to be more intrinsically motivated and more willing to engage in less interesting tasks, and to value academic activities. With higher volition, learners demonstrate higher-quality learning outcomes, enhanced wellness, and a greater value for what school has to offer.

Self-determination is defined as skills, knowledge, and beliefs, which facilitate goal-directed, self-regulated, and autonomous behaviour (Wehmeyer et al., 1998). Wehmeyer refers self-determined behaviour as "volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life". The conceptualization of needs in self-determination theory is based on two classic traditions in the study of motivation, the Hull (1943) and Murray (1938) traditions. On the one hand, Hull specified a set of innate physiological needs (e.g., food, water) whose deficit activates drive states, and that must be met for the organism to remain physically healthy. On the other hand, Murray referred to psychological instead of physiological needs and he considered needs as acquired instead of innate.

Intrinsic motivation is the desire of students themselves to learn, without the need for external inducement (Elliot, 2001). Meanwhile, a student who is intrinsically motivated undertakes an activity, for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Furthermore, some experts have defined intrinsic motivation more simply in terms of what people will do without external inducement. In addition, according to Csikzentmihalyi (in Ormrod, 2003), "students with a high level of intrinsic motivation sometimes become so focused on and absorbed in an activity that

they lose track of time and completely ignore other tasks".

In short, people who are self-determined are self-initiated, self-directed, and make things happen in their lives. Self-determination is about the competence of young people in engaging in volitional behaviour and their autonomy in making choices and decisions, which are nurtured in supportive social environments.

One of the most widely cited contemporary theories of intrinsic motivation is Self-Determination Theory, developed by Edward Deci and Richard Ryan. In their self-determination theory, Professors Richard Ryan and Edward Deci propose that human motivation can be approached in the same way that the motivation of any self-determined being can be approached and they see that certain elements motivate human beings in all contexts: (1) *autonomy*, (2) *competence*, and (3) *relatedness*. Intrinsic motivation develops out of the support of these needs. They go on to say that when people feel competent, autonomous and self-determined, they will freely seek what interests them.

The need for autonomy refers to the desire for choice and volition over one's activities and goals, without externally referenced pressures and threats, actively engaging in the process of decision-making and attaining a sense of agency in one's environment. The need for autonomy differs from being independent, selfish, and having freedom of choices (Bao & Lam, 2008). SDT posits that intrinsic motivation is sustained by satisfaction of the basic psychological needs for autonomy and competence. The need for autonomy refers to the experience of behavior as volitional and reflectively self-endorsed. For example, students are autonomous when they willingly devote time and energy to their studies.

The need for competence reflects the desire to experience efficacy, to feel that one is doing things well, and achieving one's goals. Competence refers to having the feeling of being capable to meet the demands

of environments and face daily challenges. Such need can be fulfilled by the experiences of enacting and achieving desired goals and having effective outcomes. The need for competence refers to the experience of behavior as effectively enacted. For example, students are competent when they feel able to meet the challenges of their schoolwork. Dozens of experimental studies have supported the SDT postulate that both autonomy and competence are necessary conditions for the maintenance of intrinsic motivation (Deci et al., 1999).

The need for relatedness reflects the desire to experience a sense of connectedness with significant others and to maintain good social relations and feel accepted. Deci and Ryan (2000) acknowledge that even when a school environment supports autonomy and competence, if a person is simply not interested in a particular learning activity, he will not be intrinsically motivated for engagement. In addition to the needs for autonomy and competence, SDT posits that satisfaction of the need for relatedness facilitates the process of internalization. People tend to internalize and accept as their own the values and practices of those to whom they feel, or want to feel, connected, and from contexts in which they experience a sense of belonging.

In the classroom, relatedness is deeply associated with a student feeling that the teacher genuinely likes, respects, and values him or her. Students who report such relatedness are more likely to exhibit identified and integrated regulation for the arduous tasks involved in learning, whereas those who feel disconnected or rejected by teachers are more likely to move away from internalization and thus respond only to external contingencies and controls.

With regard to the importance of motivation in learning English the writer is interested to investigate intrinsic motivation among the students of The Eleventh Grade Students Accounting Study Program at SMK Negeri 1 Pontianak In Academic Year 2017/2018.

The purpose of this analysis is to gain the data and information whether the intrinsic motivation can arouse the students' motivation in learning English or not. The result of this analysis hopefully can inform the students how they can motivate themselves in learning English and also can inform the English teachers about how to motivate their students in learning English.

The writer hoped that the data can help the English teachers at SMK Negeri 1 Pontianak to recognize the students' intrinsic motivation in learning English, therefore the English teachers can find the best solution to solve the problems occurred.

METHODOLOGY

In this research the writer will apply descriptive method. Stephen Isaac (1980:18) stated that the purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. The focus of this research is on the investigation of the students' intrinsic motivation in learning English on Eleventh Grade Students Accounting Study Program At SMK Negeri 1 Pontianak In Academic Year 2017/2018. This study concerns with an event or a fact that happened on the attitudes of a certain group of students. It is intended to find out the information in a certain situation at the time of the study.

The population in this research is the eleventh grade students of SMK Negeri 1 Pontianak in the academic year 2017/2018. There are 10 classes in Eleventh grade of SMK Negeri 1 Pontianak; 4 classes of Accounting Study Program, 2 classes of Marketing Study Program, 3 classes of Office Administration Study Program, and 1 class of Travel Agent Study Program.

The Eleventh Grade Students in Accounting Study Program is chosen as the sample of this research. There are 4 classes in the eleventh grade of Accounting Study Program with total 116 students. This study also included the English teacher as a supporting data because she has a significant role in teaching-learning process.

In this research, the writer will use indirect and direct communication techniques. In collecting data from the subjects of the study, two kinds of instruments will be used. They are interview and questionnaires. The interviewer is the writer herself and the respondent is an English teacher at Eleventh Grade Students Accounting Study Program At SMK Negeri 1 Pontianak In Academic Year 2017/2018. This interview was conducted to get the data about the students' intrinsic motivation in learning English. In conducting the interview, the writer used unstructured interview because it is more informal and can avoid awkward between the interviewer and the interviewee. In this research, the type of questionnaires used was structured questionnaires (close form). The questionnaire were provided for the students in order to help the researcher collecting the data and these questionnaires were concerned with the students' motivation in learning English.

In this research, the writer applied rating scale. A rating scale is a means of measuring interval or ratio data, where in respondents rate the target on given attribute using scaled valuated. They require the respondent to make an evaluative judgement of the target by marking one of a series of categories organized into a scale. In detail, this instrument consists of a set of statements in which a respondent will be asked to respond. Its aim was to produce a measure of a result of statement. The instruction was that the respondents will be asked to cross or check the best preference represented how they feel about the topic included in the statements in the scale.

The points on the scale are subsequently assigned successive numbers, which makes their computer coding a simple task. The rating scale will be used to find more information about level of the students' motivation in learning English at SMK Negeri 1 Pontianak.

Table 1. Technique of Scoring

Opinion	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

(Adapted from Cohen)

Students' motivation based on the qualification of motivation will be presented on a table as follows:

Table 2. Classification for Determining the Students' Motivation

No	Score	Qualification
1	79-100	Very high motivation
2	60-79	High motivation
3	40-59	Average
4	20-39	Low motivation
5	0-19	Very low motivation

(Adapted from Cohen 2005:45)

In this study, the researcher will do the following steps to analyze the data: **a).** selecting the answers from the questionnaires and interview to know whether the data provided sufficient information or not. **b).** classifying and analyzing the data of rating scale based on the problem that will be investigated based on the classification of the results of the research, then the writer will interpret the result of students' motivation by using the following formula from Cohen, as follow:

$$\text{Mean} = \frac{\sum fx}{N} \dots\dots\dots (1)$$

$\sum fx$ = amount of multiplying the score with frequency

N = number of cases

Another formula to find out the percentage of the students' motivation from Sudijono as follow:

- $P = \frac{f}{N} \times 100\%$
 P = percentage
 f = frequency that is finding out the percentage
 N = number of cases (the amount of frequency/ the amount of respondents)

FINDINGS AND DISCUSSION

Findings

Data were analysed to identify and describe the students' intrinsic motivation in learning english on the Eleventh Grade Students of Accounting Study Program at SMK Negeri 1 Pontianak. Data were obtained from self-administered questionnaires that consist of 20 statements and distributed to 116 students in 4 classes of Eleventh Grade Accounting Study Program at SMK Negeri 1 Pontianak.

The questionnaire result is as follow:

Table 3. Questionnaire Answers

Statement	Participant's Answer				Total
	Strongly Agree	Agree	Strongly disagree	Disagree	
1	98	18	0	0	116
2	87	29	0	0	116
3	81	35	0	0	116
4	87	29	0	0	116
5	0	55	20	41	116
6	100	16	0	0	116
7	85	31	0	0	116
8	35	81	0	0	116
9	87	29	0	0	116
10	46	70	0	0	116
11	0	72	16	28	116
12	106	10	0	0	116
13	98	18	0	0	116
14	11	105	0	0	116
15	70	46	0	0	116
16	87	29	0	0	116
17	102	14	0	0	116
18	99	17	0	0	116
19	55	43	0	18	116
20	81	35	0	0	116

The explanation for each aspects are as follow:

1. Autonomy

84.5% students were strongly agree and 15.5% were agree to the statement number 1. 75% students were strongly agree and 25 % were agree to the statement number 2. 69.8% students were strongly agree and 30.2% were agree to the statement number 3. 75% students were strongly agree and 25% were agree to the statement number 4. 73.3% students were strongly agree while 26.7% were agree with the statement number 7. 30% students were strongly agree and 70% were agree to the statement number 8. 84.5% students were strongly agree and 15.5% were agree to the statement number 13. 9.5% students were strongly agree and 90.5% were agree to the statement number 14.

2. Competence

47.5% students were agree, while 17.2% were strongly disagree, and 35.3% were disagree to the statement number 5. 39.7% students were strongly agree and 60.3% were agree to the statement number 10. 60.3% students were strongly agree while 39.7% were agree with the statement number 15. 75% students were strongly agree and 25% were agree to the statement number 16. 88% students were strongly agree and 12% students were agree with the statement number 17. 85.3% students were strongly agree and 14.7% students were agree with the statement number 18.

3. Relatedness

86.2% students were strongly agree and 13.8% students were agree with the statement number 6. 75% students were strongly and 25% were agree to the statement number 9. 62% students were agree while 13.8% were strongly disagree and 24.2% were disagree to the statement number 11. 91.4% students were strongly agree and 8.6% students were agree to the statement number 12. 47.4% students were strongly agree English and 37% were agree, while 15.6% students were

disagree to the statement number 19. 69.8% students were strongly and 30.2% were agree to the statement number 20.

Discussion

From the questionnaire, writer saw that the students' motivation in learning English was good. The conclusion for Autonomy factor from the questionnaire was most of the students were motivated to learn English because they willingly devote time and energy to their studies in English lesson. They determined by themselves to learn English because they realized the benefit of acquiring English for themselves. According to Ryan and Deci (2000), intrinsically motivated learning can only occur when an individual feels freedom to make choices in the process, when the activity is challenging, and when the challenge can be conquered. Whether these conditions are met depends on the person as well as the environment. After all, different circumstances afford different perceptions.

In SDT, the need for competence refers to a need to feel confident and effective in one's activities (Ryan & Deci, 2002). It denotes a feeling of competence or perceived competence rather than an objective measure of ability. The more competent individuals perceive themselves in an activity the more intrinsically motivated they will be at that activity (Deci & Ryan, 1985). With students, the need for competence translates to a desire to feel confident in one's abilities to accomplish academic activities, such as reading tasks or science activities. To maintain a high level of perceived competence, Ryan and Deci maintained that students will seek challenges that are in accordance with their capacities.

The need for relatedness is the need for a "psychological sense of being with others in secure communion or unity" (Ryan & Deci, 2002, p. 7). This conceptualization includes feeling connected and a sense of belongingness with other individuals as well as with one's community. SDT researchers in the field of education have done some work on relatedness. Skinner and Belmont (1993) found that children's perceptions of their

teachers' involvement predicted the children's subsequent engagement in class, such that "when children experience teachers as warm and affectionate, children feel happier and more enthusiastic in class" (p. 578). Wentzel (1997) found that students' perceptions of their teachers as caring predicted students' academic motivation even after taking into account students' control beliefs, reports of psychological distress, and prior motivation. The more relatedness a person perceives within a community, the more intrinsically motivated that person will be.

The writer also gave an interview with the English teacher to get an outside point of view about students' intrinsic motivation in learning English. The English teacher said sometimes she had problems in teaching English in the classroom. It was because some of the students were having poor skills in English so teacher had some problems. She said sometimes she use suitable teaching media and various teaching techniques in order to motivate the students in learning English.

CONCLUSION AND SUGGESTION

Conclusion

In this thesis, the writer was focused on students' intrinsic motivation in learning English with the factors such as autonomy, competence, and relatedness as stated in Self-determination theory (SDT) (Deci & Ryan, 1985; Deci & Ryan, 1991; Ryan & Deci, 2000). Self-Determination Theory is a theory of motivation and personality that addresses three universal, innate and psychological needs: autonomy, competence, and relatedness. The conclusion for autonomy factor was most of the students were experiencing behaviour that emanate from themselves rather than from external sources and accompanied by feeling of curiosity and interest in learning English. These things are the examples of autonomus function in intrinsic motivation as central to humans' inherent tendencies to learn and to develop (Flavell, 1999). Students are autonomous when they willingly devote their time and

energy in learning English as shown in their answers from the questionnaire given to them. The conclusion for competence factor was most of the students can be said to be competent when they feel able to meet the challenges in their English learning as shown in their answers from the questionnaire given to them. Importantly, satisfaction of both autonomy and competence needs is essential to maintain intrinsic motivation. The conclusion for relatedness factor was most of the students feels the psychological sense of being with others, whether they are fellow students or teachers in learning activity. This concept of relatedness includes feeling connected and taking participation in learning activities, like asking questions if they do not understand the material or just a feeling to looks good in front of their peers.

Suggestion

Teachers' orientation and specific aspects of teaching strategies that are perceived as autonomy and competence supportive are conducive to students' intrinsic motivation in learning English. Students tends to learn better and more creative when intrinsically motivated, particularly on tasks that required conceptual understanding. Many aspects of education in general or learning English in particular are not inherently exciting or fun in an immediate sense. In this case, intrinsic motivation is not evident and, therefore, students will need other incentives or reasons to learn. For the further researcher, particularly those who have the same problem and interest in conducting such research, hopefully this study can be a reference.

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