

**STUDENTS' INTRINSIC MOTIVATION IN LEARNING ENGLISH**

**RESEARCH ARTICLE**

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ENGLISH**

**(A Descriptive Study of Grade XI Hotel Accommodation Major at SMK 5  
Pontianak in Academic Year 2017/2018)**

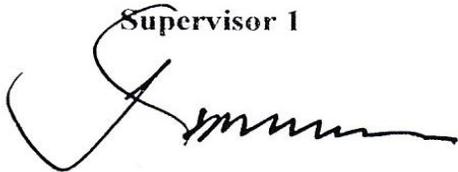
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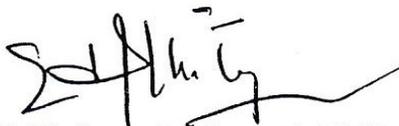
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# STUDENTS' INTRINSIC MOTIVATION IN LEARNING ENGLISH

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## Abstract

This study aims to describe the Hotel Accommodation Major students' intrinsic motivation in learning English. The subject of the research was the grade XI students of Hotel Accommodation Major at SMK 5 Pontianak in academic year 2017/2018. The researcher conducted a descriptive research on students' level of intrinsic motivation and the most dominant factor contribute to the intrinsic motivation in learning English. The researcher gave the students questionnaire about the three factors of intrinsic motivation (challenge, emotions, and needs) and an interview were conducted to gain deeper data related to the questionnaire and the interview that they already done. The research findings showed that the students' most dominant with high percentage of 83.25% is the Challenge Intrinsic Motivation Factor. Followed by the Needs factor with the percentage of 82.81% and Emotions factor got the lowest percentage among the other two factors with the percentage of 73.40%.

**Keywords: Students' Intrinsic Motivation, Learning English, Hotel Accommodation Major, SMK 5, Descriptive Study.**

## INTRODUCTION

Motivation could be described as a reason or cause of someone to behave in a certain manner. The cause or the reason had to be extremely strong and it often involved self-interest. It was the crucial element in setting and attaining goals. As the Heckhausens stated (2008), "An individual's motivation to aspire to a certain goal is influenced by person factors and by situation factors, including the anticipated outcomes of actions and their consequences" (p. 3). It means, a student's motivation strongly encourage himself or herself to do something or in this case learning English to achieve the goals with the factors involved, which are the person and the situations. Motivation classified in to two kinds, they were extrinsic and intrinsic motivation. Extrinsic motivation came from the outside, which influenced someone to attain their goals, for example a student who

study hard because of the reward for the student who gets the first place with highest score. While intrinsic motivation is derived from the within of a person that trigger him to achieve the goals for the instance learning English because he enjoys it.

Intrinsic motivation referred to behavior come by internal rewards. In other words, the motivation that help students to engage in behavior arises from the inside of the students because it was naturally satisfying to them. Intrinsic motivation became important in the teaching and learning process because it moves the students into actions in achieving their goals. When students intrinsically motivated, it helped them to develop their awareness in developing language skill and knowledge. Besides, they process the feeling of competence and skill development as well as a sense of personal control in the learning process.

The motivation problems happened in English learning process in Vocational Schools because the students are confused why learning English is important. Based on the researcher's observation, the students in SMK Negeri 5 Pontianak, Hotel Accommodation major grade XI, have difficulties and problem in their learning process. They passively participate in the learning activity; they think it is difficult to understand the subject matter. Students of SMK 5 Pontianak should have high motivation especially in learning English.

Motivation gives students urge to accomplish their goals. It helps people to react into an action, for examples, university students attend classes to earn degrees or in this case SMK 5 students learning English to be able to use spoken and written English when they work at the hotel after they graduate. As Deckers stated (2010), "to be motivated is to be moved into action or to decide on a change in action" (p. 3). The motivation makes students pour their desire into a real work to accomplish their goals, for example, someone who lack in speaking skills trains her-self to speak in English even though it feels hard for her, but in few months, she can speak better than before because of her effort in practicing speaking English.

As stated by Deckers (2010), "The students must understand the way to attain their objectives and have the ability of doing so" (p. 6). This is important because it empowers each student to assess stimulus, to understand the performance of their efforts and analyze the opportunity of success. Concerning about the difficulties and problems, it will be challenging situation for the teacher as well as the students. As stated by Brown (2000), to teach EFL students is a great challenge for both students and teachers. The challenges are not merely about learning English, but also their motivation in order to be success in learning English as a whole.

Consequently, teaching English should integrate with the students' motivation.

Some previous researches proved that motivation is a key factor in the English teaching and learning process. Those researchers are all proved that someone who intrinsically motivated feel more competent because they enjoy the process better. Nevertheless, none of them investigated about the vocational school kinds of intrinsic motivation. The researcher aims to investigate the intrinsic motivation dominant factors in learning English among hotel accommodation major of SMK 5 Pontianak.

Considering about SMK 5 students who are supposed to work in hospitality industry after they graduate, they should have been motivated to obtain the chance to be a part of this industry. As we seen, many hotels built in Pontianak recently and it widely opens the possibility to contribute in the hospitality industry. For instance, Students of SMK 5 can apply themselves to the hotel as the hotel employee or create their own business like build a travel agency and be a tour guide. Nonetheless, this opportunity demands a good competence of the human resources itself, especially for the language skills. Since the hotel workers will meet many people from different parts of the world with different languages. Hence, students of SMK 5 at least can speak English fluently, owing the fact that language and communication as a basic service in the hospitality industry. Besides, to have knowledge in English is one of the requirements to work at the hotel. The hotel staffs should be able to answer, give suggestion, directions, information, and thanking the guest using either English spoken and written language.

Students must learn other subjects that related to their field of study, such as, learning about how to make a reservation, how to clean the room as a room boy does, or other things about hotel terms because they are going to be a hotel industry worker after graduating. In

this case, they should have a good knowledge of English and that is why SMK 5 Pontianak should accommodate students with English activities such as, group work, role-play, and English club every Sunday, using interesting media like flash cards, stories, songs, power-point, or probably invite a native English teacher. The researcher believes that by having these kind of English activities and media the students will be more motivated in learning English.

The researcher is interested in conducting an investigation about the intrinsic motivation dominant factors in learning English at SMK 5 because she is curious about their level of motivation in learning English. The researcher was studying in that major and found out that some of her friends did not think English as one prime subject to be learned. This problem leads the researcher to the question of what the dominant factors of intrinsic motivation in learning English of the grade XI students of

SMK 5 Pontianak does not look at English as an important subject because of the curriculum that must be followed. Besides, the meaning 'to move'. What moves a person to make certain choices, to engage in action, to expand effort and persist in action." (p.3). It means motivation has an important role in determine the purpose of learning. Students who are motivated to learn, may encourage themselves to learn, which followed by the process of finding information or knowledge that they need. It can be by reading books, asking to their teacher, or researching through the internet. Dörnyei and Ushioda (2011), "Cognitive theories of motivation focus on the instrumental role of mental structures, beliefs and information-processing mechanisms in shaping individual behavior and action." (p.12) Motivation is viewed as located within the students, though naturally the students' cognitions and perceptions maybe influenced by various social and environmental factors.

There are two kinds of motivation, they are as follows: (1) Intrinsic motivation,

SMK 5 Pontianak are. The researcher chooses to focus on intrinsic motivation because when SMK 5 students intrinsically motivated, they will willingly to learn English. They will realize about the importance of leaning English as their future to be a part of hotel industry. Furthermore, this research is aimed to make a small contribution in educational purposes by researching in descriptive study method and bring advantage to help the students also the teachers to understand the importance of motivation in teaching and learning process to the grade XI students of SMK 5 Pontianak in academic year 2017/2018.

Brown (2000) defines "motivation is one of the most important factors in your success in English. Motivation means having a real purpose in learning English, or really wanting to learn English for a reason." (p.17). While Dörnyei and Ushioda (2011) said "the word motivation derives from the Latin verb *movere* happens when someone has strong will or desires to do something because he chooses to do it, without pressure and rewards. As in the self-determination theory in Dörnyei and Ushioda (2011), "Intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joys of doing a particular activity or satisfying one's curiosity. (p.23). In other word, the students do something for their own pleasure. Intrinsic motivation is extremely having a good effect in the learning process. It has three elements, consist of needs, challenges, and emotions. These elements are the factors that influence students' intrinsic motivation. (2) Extrinsic motivation happens when someone do something for certain reasons that does not for his own good, for example a boy learn to ride a bicycle because his friends mock him, or a girl wants to be the best student in her school because the governor will give money as a prize. As stated by Dörnyei and Ushioda (2011), "Extrinsic motivation involves performing a behavior as

a means to some separable end, such as receiving an extrinsic reward (e.g. good grades) or avoiding punishment.” (p.23). The researcher will be focused on researching the intrinsic motivation because she thinks students need to consider that intrinsically motivated in learning English will help them in the future.

Intrinsic motivation is related to an inner desire to achieve goals. Some internal factors like needs, challenges, and emotions are the key factors of intrinsic motivation. These factors help students to be committed themselves in English learning activities for their own regard, for their own enjoyment, or for feeling content of accomplishment. Deci and Ryan’s (1985) said that “the most crucial ways to assist students to think and learn is not to allow rewards and punishments to control them”. Rewards and punishments ruin the students to develop their magnitude in altering the flexibility in learning.

The students must be able to have natural curiosity and interest energized as a trigger for their English learning process. When the school provides challenges, the sources of stimulation, and a context of autonomy, this might develop the motivational source of learning. This becomes crucial because the intrinsic motivation is an essential factor for students in achieving the goals in learning English.

In this case, they should have a good knowledge of English. As stated by Dörnyei and Ushioda (2011), “the intrinsic motivation value of L2 learning is associated with the learners interested in and anticipated enjoyment of the language learning activity” (p. 53). It means students need to be generated their interest to get them curious and pay attention to build an attractive and interactive classroom.

The intrinsic motivation comes happens when someone willingly to do something because he desires and choose to do it sincerely without any interference from the

outside. Some factors influence the intrinsic motivation referring to Deci and Ryan (1985), as follows: (a) challenges

Challenge is a motivational impetus to take an action. Challenge offers student to get interesting experiences that require innovations and being capable in it. As stated by Deci and Ryan (1985) “a challenge is something that requires stretching one’s abilities, trying something new” (p. 33). (2) Emotions; (b) emotions is an assortment of experiences that include subjective feelings, facial expressions, neurophysiological changes and emotion-linked behavior. The emotions are fundamentally associated with intrinsic motivation. They create feelings, which built interests and enjoyments as the reinforcement of themselves to achieve their goals; (c) Needs is a desire of something that arouses someone to react or take action toward a goal. It energizes many kinds of behaviors and psychological processes.

## **RESEARCH METHODOLOGY**

The method of this research is descriptive method. This research conducted at Hotel accommodation major of SMK 5 Pontianak. The participants were the grade XI students of Hotel accommodation major of SMK 5 Pontianak, academic year 2017/2018. The technique of data collecting used is questionnaire and interview. The tool of the data collecting is questionnaire and table specification of interview.

### **Technique And Tools Of Data Collecting**

In this research, the researcher used qualitative research in the term of descriptive study. It was primarily and inductive process of organizing data into categorize and identifying patterns. It used to collect data about students’ intrinsic motivation. It also described the phenomena that occur in the field. The researcher used questionnaire to collect the level and the most dominant factor of intrinsic motivation factors, meanwhile

interview was the instrument to know students' intrinsic motivation in learning English.

**Procedure of Research**

The researcher distributed the intrinsic motivation questionnaire to the grade XI students in the purpose of gathering the data. The researcher adopted 15 questions for intrinsic motivation questionnaire from motivational questionnaire used by Taguchi et al. (2009). The researcher classified it into three aspects from the types of intrinsic motivation: needs, challenges, and emotions. This questionnaire helped the researcher to find out about the intrinsic motivation type of

the grade XI hotel accommodation major at SMK 5 Pontianak.

**Technique of Data Analysis**

This research used Likert scale to assess attitude toward a topic by asking respondents a series of statements about intrinsic motivation. The scale range was from 1 to 5. Each item in questionnaire went along with 5 response categories on agreement-disagreement continuum; they were Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree. The researcher also used standard of motivation to determine students' intrinsic motivation.

**Table 1**  
**Standard of Motivation**

<b>Qualification</b>	<b>Range</b>
<b>High Motivation</b>	70% - 100%
<b>Moderate Motivation</b>	40% - 69%
<b>Low Motivation</b>	0% - 39%

The researcher analyzed to answer the research question after the data gathered. The researcher computed the average number of students to determine students' intrinsic motivation in learning English. After the questionnaire filled and the interview done by the students, the researcher analyzed the data and wrote it into a thesis. To describe the students' problems with their intrinsic motivation in learning English, the researcher made tables that focus on points as follows: (1) the students mean score; (2) Intrinsic

motivation factors' mean score and percentage.

**Discussion**

In order to answer the second question in the research problem, the researcher made table below to show the which the most dominant intrinsic motivation students engage. There are three intrinsic motivations that researcher pay attention, they are challenge, emotion, and needs.

**Table 3**  
**Challenge Intrinsic Motivation Factor Table**

<b>No</b>	<b>Students' Code</b>	<b>Individual Score Per Statements</b>	<b>Total</b>	<b>Total Score Percentage</b>
<b>1</b>	AP-XI-AT	5+5+5+5+4	24	96%
<b>2</b>	AP-XI-AF	5+5+4+4+3	21	84%

3	AP-XI-BG	4+4+4+3+5	20	80%
4	AP-XI-DFM	4+1+4+3+3	15	60%
5	AP-XI-DS	4+5+4+5+4	22	88%
6	AP-XI-DA	4+4+5+5+5	23	92%
7	AP-XI-IM	3+4+4+4+4	19	76%
8	AP-XI-IF	3+4+4+4+4	19	76%
9	AP-XI-IN	3+4+4+4+4	19	76%
10	AP-XI-II	4+5+4+4+4	21	84%
11	AP-XI-IM	5+5+5+5+3	23	92%
12	AP-XI-JA	4+5+5+5+3	22	88%
13	AP-XI-MI	5+5+5+5+4	24	96%
14	AP-XI-MF	4+4+4+4+4	20	80%
15	AP-XI-NA	5+5+5+5+5	25	100%
16	AP-XI-NIS	5+4+5+4+5	23	92%
17	AP-XI-NH	3+5+4+4+3	19	76%
18	AP-XI-NUA	4+4+3+4+2	17	68%
19	AP-XI-PR	5+5+5+4+5	24	96%
20	AP-XI-PYS	5+5+4+5+3	22	88%
21	AP-XI-RD	3+4+4+4+4	19	76%
22	AP-XI-SSB	4+5+4+4+3	20	80%
23	AP-XI-SA	5+5+4+4+5	23	92%
24	AP-XI-ST	5+5+5+5+5	25	100%
25	AP-XI-TR	4+4+3+4+4	19	76%
26	AP-XI-TPR	5+5+5+5+3	23	92%
27	AP-XI-YJP	4+4+4+4+4	20	80%
<b>Total</b>			571	2284%
<b>Mean Score</b>			21.14	83.25%

From the table above, there are two students who reach 100%. Although, most of students are in the high motivation qualification based on the standard of motivation table adopted from Alderman (2004). It is because the students who are in the range 76% to 100% determine them into the high motivation qualification. Even though, there are two students who reached the lowest percentage in challenge intrinsic motivation factor. These

students are not in the low motivation qualification because their percentage is 68% and it shows that they are reached the moderate motivation qualification.

**Table 4**  
**Emotion Intrinsic Motivation Factor Table**

<b>No</b>	<b>Students' Code</b>	<b>Individual Score Per Statements</b>	<b>Total</b>	<b>Total Score Percentage</b>
1	AP-XI-AT	3+5+5+3+4	20	80%
2	AP-XI-AF	3+4+4+3+3	17	68%
3	AP-XI-BG	3+5+3+3+3	17	68%
4	AP-XI-DFM	3+3+3+3+3	15	60%
5	AP-XI-DS	4+4+3+4+5	20	80%
6	AP-XI-DA	4+4+4+3+3	18	72%
7	AP-XI-IM	3+3+3+4+4	17	68%
8	AP-XI-IF	3+3+3+3+4	16	64%
9	AP-XI-IN	3+3+4+5+5	20	80%
10	AP-XI-II	4+5+4+4+4	21	84%
11	AP-XI-IM	3+5+3+3+5	19	76%
12	AP-XI-JA	4+5+5+5+5	24	96%
13	AP-XI-MI	4+4+3+3+4	18	72%
14	AP-XI-MF	3+3+3+3+3	15	60%
15	AP-XI-NA	4+5+5+5+5	24	96%
16	AP-XI-NIS	3+3+3+4+4	17	68%
17	AP-XI-NH	3+3+3+3+4	16	64%
18	AP-XI-NUA	3+2+2+2+2	11	44%
19	AP-XI-PR	4+4+4+4+4	20	80%
20	AP-XI-PYS	3+3+3+4+4	17	68%
21	AP-XI-RD	4+3+4+3+3	17	68%
22	AP-XI-SSB	3+4+3+3+4	17	68%
23	AP-XI-SA	4+4+4+4+4	20	80%
24	AP-XI-ST	4+5+5+5+5	24	96%
25	AP-XI-TR	4+3+3+5+4	19	76%
26	AP-XI-TPR	4+5+5+5+5	24	96%
27	AP-XI-YJP	3+3+3+3+3	15	50%
		<b>Total</b>	498	1982%
		<b>Mean Score</b>	18%	73.40%

Emotion intrinsic motivation factor table above shows that there are four students who got 96% as the highest score percentage in this intrinsic motivation factor. Where there are only two students who reach the lowest

percentage, but they do not into the low motivation qualification based on standard of motivation table. Two students who reach the lowest percentage and other students are in the

moderate motivation because their percentage are above 39%.

**Table 5**  
**Needs Intrinsic Motivation Factor Table**

No	Students' Code	Individual Score Per Statements	Total	Total Score Percentage
1	AP-XI-AT	5+5+5+5+5	25	100%
2	AP-XI-AF	4+4+4+3+4	19	76%
3	AP-XI-BG	3+4+3+4+5	19	76%
4	AP-XI-DFM	4+4+4+3+4	19	76%
5	AP-XI-DS	5+5+5+5+5	25	100%
6	AP-XI-DA	5+4+4+3+3	19	76%
7	AP-XI-IM	4+4+4+5+5	22	88%
8	AP-XI-IF	3+3+4+3+4	17	68%
9	AP-XI-IN	5+4+5+4+5	23	92%
10	AP-XI-II	5+4+4+3+4	20	80%
11	AP-XI-IM	5+4+5+5+5	24	96%
12	AP-XI-JA	5+4+3+3+5	20	80%
13	AP-XI-MI	5+3+5+3+3	19	76%
14	AP-XI-MF	4+3+4+3+4	18	72%
15	AP-XI-NA	5+5+5+5+5	25	100%
16	AP-XI-NIS	5+5+5+5+5	25	100%
17	AP-XI-NH	5+4+4+3+3	19	76%
18	AP-XI-NUA	4+3+2+3+2	14	56%
19	AP-XI-PR	5+5+5+4+5	24	96%
20	AP-XI-PYS	5+5+5+5+5	25	100%
21	AP-XI-RD	3+3+4+3+4	17	68%
22	AP-XI-SSB	5+3+4+4+3	19	76%
23	AP-XI-SA	5+3+3+4+3	18	72%
24	AP-XI-ST	5+5+5+5+5	25	100%
25	AP-XI-TR	5+4+3+4+4	20	80%
26	AP-XI-TPR	3+5+3+5+5	21	84%
27	AP-XI-YJP	4+3+4+3+4	18	72%
<b>Total</b>			559	2236%
<b>Mean Score</b>			20.7	82.81%

The table presents, that there are six students who reached 100% in the needs factor

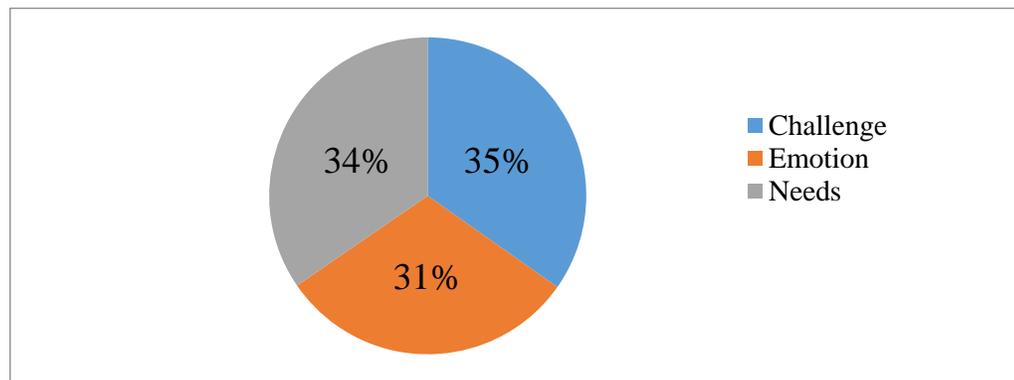
of intrinsic motivation. Although, this intrinsic motivation factor does not appear as the most

dominant factor among three factors. From the mean score between these three factors, the

There were 15 questions divided into three factors of intrinsic motivation; Challenge, Emotion, and Needs. After the students answered the questionnaire, the researcher computed it and put it into tables. The next step was gathering more information using the interview. She divided the four students into two categories; the low and the high intrinsically motivated students. Both categories showed that emotionally, they actually enjoy the English lesson (because of the teacher is fun) even though English is not

Challenge factor got 83.25%, Emotion factor got 73.40% and Needs factor got 82.81%.

their most favorite lesson. Although, the low motivated students were saying that they usually hard to follow the lesson because they do not understand the language. While the students who highly motivated think that they need English for their future and this challenge that make them want to learn English more. Based on the research findings, it could be seen that the students' intrinsic motivation level whether excellent, good, fair or poor, through the qualification bellow.



**Intrinsic Motivation Pie Charts**

**Table 6  
Intrinsic Motivation Factors Percentage**

Motivation Factors	Total Score	Percentage
<b>Challenge</b>	<b>571</b>	<b>83.25%</b>
Emotion	498	73.40%
Needs	559	82.81%

The pie charts and table 6 above, shows that Challenge factor has no percentages under high qualification. Although Emotion intrinsic motivation factor got the less dominant score, it is still in the excellent qualification of Intrinsic motivation. Needs intrinsic motivation factor also showed that it has high

intrinsic motivation qualification only 0.44% below the highest intrinsic motivation factor of Challenge. Besides that, the Emotion factor stood in *high to moderate qualification* percentage of intrinsic motivation qualification making it the lowest percentage factor out of the three factors.

The result of the percentages among the three factors of hotel accommodation students' intrinsic motivation is about which kind of factor has the most effect in learning English. As what has been shown, that "Challenge" intrinsic motivation factor is affecting hotel accommodation students' in learning English at school. Challenge intrinsic motivation factor is 0.44% higher than Needs factor and 9.85% higher than Emotion intrinsic motivation factor. Although, these three factors are still in the position of high qualification motivation. Although, this intrinsic motivation factor does not appear as the most dominant factor among three factors. From the mean score between these three

### **Conclusions**

Based on the research findings above, the researcher makes some conclusions. Firstly, the result implied that one of the characteristic that affecting the grade XI hotel accommodation department at SMK 5 the most is 'Challenge'. More than all other factors with higher percentage that students care the most with their own challenge rather than Emotion or Needs. The result makes it clear that to reach the challenge of students' intrinsic motivation is to be able to master English for the future Secondly, from the investigated sample, it was found that the grade XI hotel accommodation department at SMK 5 students most likely to have the challenge as the characteristic of their intrinsic motivation. It is proven from the average percentage of challenge than two other characteristics. Thirdly, with challenge chosen as the dominated characteristic of intrinsic

### **Suggestions**

After observing to the data analysis result, the researcher would like to provide some suggestions related to the students' intrinsic motivation in learning English. Firstly, the students need to improve their learning style for English subject including

factors, the Challenge factor got 83.25%, Emotion factor got 73.40% and Needs factor got 82.81%.

Both categories showed that emotionally, they are having a pleasant time in learning the English lesson (because of the teacher is fun) even though English is not their most favorite lesson. Although, the low motivated students were saying that they usually hard to follow the lesson because they do not understand the language. While the students who highly motivated think that they need English for their future and this challenge that make them want to learn English more in order to get a better grades and knowledge to face their future

### **CONCLUSIONS AND SUGGESTIONS**

motivation, it is better if the students should be given encouragement from family, teacher, and school. Encouragement from family like the support to add extra English course aside from the school. It also good if the parents could participate in speaking English with their child. Encouragements from teacher are by giving good feedback to students and help the students on how to improve their skills. The teacher also needs to know the students' weaknesses in order to improve their learning styles. Encouragements from school are by adding the facilities for listening, various kinds of books in English, make English club, active in involving their students in any kinds of English competition (speech, storytelling, spelling, etc.) if those kinds of encouragements were given, it could make students more interested in learning English subject.

understanding about the effect of using English and benefits of acquiring it as the foreign or second language as subject at school. Secondly, the result of this research will be useful by the next researcher who wants to do research regarding descriptive study, motivation, intrinsic motivation, second language, foreign language so they will get the

basic information from what this research has conducted a thorough investigation. Thirdly, this research is focused on finding students intrinsic motivation in learning English. In the

future it can be used by the next investigator as extra information that can help with their research in order to analyze the same problematic that happened.

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