

THE EXTERNAL FACTORS THAT INFLUENCE STUDENTS' MOTIVATION IN STUDYING ENGLISH

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Abstract: This research is conducted to identify external factors that influenced students' motivation in studying English. This research was a descriptive qualitative. The subjects of research was the first grade students of SMP Negeri 3 Poso. The data gathered were interpreted under the theory of motivation. The findings show that: 1) The external factors were fear of punishment, rewards and praises, teacher's role, parent's role, and environmental conditions, 2) The student's low motivations were caused by parent's role, teacher's role and environment conditions, and 3) The most influential external factors for student's high motivation were rewards and praises, and fear of punishment.

Keywords: *external factor, students motivation*

The language learning process is very relevant and cannot occur by itself, but needs to be planned. Learning is an active learner's activities in building meaning or understanding, so that the necessary encouragement to learners in developing ideas. The stages in the learning process, according to Bruner (1982), are as follows:

1. Phase of information (phase of materials acceptance). In this stage, a student studies to obtain a description of the material being studied.
2. Phase transformation (phase of changing materials). In this stage, the information that has been obtained is analyzed, altered or transformed into an abstract or conceptual form.
3. Phase of evaluation. In this phase, students judge for themselves the extent to which the transformed information earlier can be used to understand the symptoms or problems.

Process of Learning English

The concept of learning English can be reviewed by the advance of the concept of language itself. According to Pinker's (1994), language is a complex, specialized skill, which develops in the child spontaneously, without conscious or formal instruction, is deployed without awareness of its understanding logic, is qualitatively the same in every individual. And is distinct from more general abilities to process information or behave intelligently. Language learning is a process of habit formation through the following activities: stimulus-response-reinforcement. Process of learning English will be happened if there is desire to learning the language. That desire will come from within somebody's self as namely motivation.

Motivation

Motivation acts as a driver for a person to do a particular purpose. It is as said by Makmun (2001:37) that motivation is a complex state and preparatory set in organism to move, motion, motive whether consciously or not. Students will actively learn if he has the motivation to learn. Thorndike in Uno (2011:11) defines learning as a process of interaction between the stimulus (which may be in the form of thoughts, feelings, or motion) and response.

This understanding is in line with the opinions of Good and Brophy, also in Uno (2011:15) who state that learning is a process or interaction of a person in acquiring something new in the form of behavior change as a result of the learning experience. Changes in behavior are evident in students' mastery of the patterns of responses to the environment in the form of new skills, knowledge, attitude or stance, ability, comprehension, emotions, appreciation, body, character, and social relationships.

Elliot et al (1999: 87) state that factors that influence the motivation that comes from outside/ External an individual, are:

a) Fear of Punishment

Motivation to learn can arise if there is anxiety or punishment that accompany or underlie learning. The concept of motivation is closely related to that behavior principle obtain reinforcement in the past more likely to be repeated than behavior that is punished. Motivation with violence (or by force) is motivated by using the threat of punishment or violence that are motivated to do what must be done. When students get less value in learning, then given a punishment, it will not be fun for them, so they try to avoid it by learning more. Hamalik (2011:93) states that

punishment is extrinsic motivation for students to learn with enthusiasm.

b) Giving praise and rewards

Motivation can occur if there is a decent reward or praise that accompanies or underlies learning. Giving praise can increase student's motivation, and student's self confidence to always become the best learner. Giving rewards to the student with high achievement also increase those to be studious, so that the student with low achievement is motivate to get high achievement.

c) The role of parents

Family environment greatly affect the success of student learning. The first and main influences and the development of a person's life is the family. There would be a lot of time and a chance for children to meet and interact with the family. Encounter and this interaction is very large effect on a person's behavior and achievement.

d) The teacher's role

The teacher's role is motivating learners to be more actively studied. Teachers may also motivate students to use English by telling them that they should not be afraid of making mistake in English because mistake are part of learning and no one is perfect in daily life. To be a good motivator, the teacher is demanded to have a good capability to communicate in English. In relation to this statement, Edward et al (1977:4) in Nuhung (2007: 37) argues that it is of course desirable that all language teachers can be fluent speakers of the language they are teaching. Teacher's teaching style also must be creatively and able to drawing students attention, teaching with using game or submitting the material in different ways.

e) Environmental conditions

As a member of the community, student can be affected by the environment around them. The surroundings in the form of a state of nature, shelter, peer relationships and environment. Therefore, healthy environmental conditions also influence the motivation to learn. Physical characteristics learning environment, affordability and availability of human and material resources can affect a person's level of motivation and environment may also establish or reduce learning acceptance. Environment that is safe, comfortable and can be adjusted itself to foster the urge to learn. Rather unpleasant environments such as noise, clutter and lack

of privacy can interfere with the capacity to concentrate and grow the desire not to learn.

Motivation In Learning Foreign Language

Rettob in Suroso (2011: 116) states that growths of motivation in learning foreign language are influenced by both internal and external factors.

Internal factors include one's view of the language being studied. If someone has a positive perception of the language to learned, he would have a positive motivation. This is related to the importance of the language to be learned and make that person interested to learn the language. Another internal factor is one's attitude toward language learned. Attitude and motivation are related and refer to the directivity behavior (Rettob in Suroso, 2011).

External factors include parents' roles classified in the role of active and passive about their children in learning foreign language. Parent's role will actively encourage their children to learn by having several courses. Another external factors are social environment and environmental psychosocial factors of language learners (Rettob in Suroso, 2011).

The functions of motivation in learning are as follows:

1. Encourage behavior or actions, without motivation will not arise an act such as learning.
2. Motivation serves as a director; it means direct action to achieve desired goals.
3. Motivation to work as a driver, it means moving a person's behavior.
4. Motivation will determine the size of the fast or slow a job.

Furthermore, the values of motivation in learning are as follows:

1. Motivation determines success or failure rate of students' learning activities.
2. Essentially motivated learning is learning that in accordance with the needs, drives, motives, interests that exist on students.
3. Learning requires creativity and imagination motivated teachers to strive seriously looking for ways to generate relevant and matching and maintaining students' motivation.
4. Success or failure in generating and utilizing motivation in the learning process associated with the construction effort of classroom discipline.
5. The use of the principle of motivation is something essential in the learning process and learning.

Methods

This research obtained primary data from 16 first grade students at SMP Negeri 3 Poso. The researcher prepared questionnaire and distributed it to students. The questionnaire consisted of 30 items about extrinsic factors that influenced student's motivation in studying English.

Findings and Discussion

Findings

The findings are presented based on results of students' responses regarding the extrinsic factors that influenced them in studying English. Students' responses that got the highest percentage are displayed in this sections.

Fear of Punishment.

The first factor was fear of punishment. For this factor, almost half of the students (43.7%) agreed that punishment motivated them to learn, almost all students (81.25%) agreed that got punishment from their teacher could make them study more intense, and almost all students (81.25%) agreed that fear of punishment encouraged them to do the task. For statement 4, almost all students (75%) disagreed that punishment made them stress. Later for statement 5, almost all students (81.25%) disagreed that got punishment could make them lazy. In statement 6, half of students (56.25%) disagreed that punishment was not influencing in their learning motivation.

Giving rewards and praise

There were two sections of questions for factor giving rewards and praise. For the positive section, half of the students (56.25%) agreed that praise/reward increased their learning motivation, more than half students (62.5%) agreed that they felt motivated when got rewards or praise, almost all students (75%) disagreed that they felt happy if they could always get reward when they achieved the best.

When asked about negative statements, almost all students (93.75%) disagreed that rewards and praise only gave negative impact to them. Later, almost all students (75%) also disagreed that rewards and praise made them lazy to study. Furthermore, almost all students (81.25%) disagreed that rewards did not motivate them in learning.

Teacher's Role

For the positive statements of this factor, almost all students (81.25%) disagreed that creative and interesting teacher had role in making them motivated to learn. In addition to that, more than half students (62.5%) disagreed that teacher motivated them to study. Then, almost all students (93.75%) disagreed that

teacher sometimes used games in teaching activities.

For negative statements, almost all of the students (87.5%) agreed that their English teacher's teaching method was not interesting for them. Furthermore, almost all students (81.25%) agreed that their English teacher did not pay attention to passive students. Next, more than half students (62.5%) agreed that test items in their test were so difficult to comprehend.

Parent's Role

For the positive statements of this factor, half of the students (50%) disagreed that their parents supported them in studying English while the rest students were divided in expressing doubt or agree, more than half of them (68.75%) disagreed that parents included in English language courses. Later, almost all students (75%) disagreed that their parents helped them when doing English assignment at home.

For its negative statements, almost all students (81.25 %) agreed that parents did not facilitate them to study English at home, more than half of them (62.5% disagreed) that parents rarely asked them to study English at home. Still, more than half of them (68.75%) also agreed that they could not speak English at home since their parents did not speak English too.

Environment conditions

For the positive statements in environment conditions, almost all students (81.25%) agreed that the availability of adequate facility helped them in studying English, and almost all of them (81.25%) also agreed that they tried to use English when talking to and with their friends.

For the negative statements, more than half students (62.5%) agreed that they seldom discussed English lesson with their friends, while half of them (68.75%) also agreed that school libraries did not provide many books to support their studying English. In addition to this, half of them (62.5%) disagreed that the healthy school environment did not increase their learning motivation.

Discussions

Based on the findings presented, external factors that influenced student's motivation in studying English were fears of punishment, rewards and praises, teacher's role, parents' role and environmental conditions. The external factors that caused high motivation of students in SMP Negeri 3 Poso were fear of punishment and rewards and praises. Fear of punishment influenced student, though also caused stress, to be motivated in learning English. Fear of punishment for student

affected their behaviors that they would try to do their tasks and study hard. Rewards and praises were also effective and influencing. The student was motivated and tried to achieve their best when they were rewarded or praised.

The external factors that caused low motivation of the students were teacher's role and parents' role, and environmental conditions. Students were not motivated to learn if teacher's teaching method was not interesting enough. Thus, teacher had to pay more attention to students, motivated them to learn, and had to be more creative and interesting to motivate them. For example, the teacher could use game, created enjoyable classroom atmosphere, did outdoor activities, used easy materials for students to comprehend, and used interesting media in teaching.

Parents have important role for students' learning process at home. Students would become more motivated in learning if parents gave them more attention and support. In SMP Negeri 3 Poso, the students did not get enough attention and motivation at home. Their parents did not speak English with them, did not include them in English course, seldom

helped them in doing homework and did not provide facilities to study English, and thus resulted in low motivation to study English.

Environment also caused low motivation. The student felt difficult to comprehend the lesson, if there was not any facility available at the school.

Conclusion

In SMPN 3 Poso, the external factors that influenced students' motivation in studying English were fear of punishment, rewards and praises, teacher's role, parents' role, and environmental conditions. The most influenced factors that resulted student's low motivation were parents' role, teacher's role and environment situation, and rewards and praises and fear of punishment influenced students' high motivation the most.

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