

## **An Analysis of Students' Motivation in Learning English at SMAN 8 Kota Jambi**

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### **ABSTRACT**

The purpose of this study was to determine students' motivation in learning English. This research is one of the influential factors in increasing student learning motivation. Learning success depends on the motivation of high or low students' in learning. Motivation can encourage students to achieve learning goals in school. The research design in this study is descriptive quantitative survey research. The population of this study was all 11th grade students at SMAN 8 Kota Jambi. The sample used is random sampling. The researcher took students in each 11 IPA class with a total of 15% from each class in taking a sample of 6 people, and from all 11th grades IPA were 48 people as samples. The research instrument was a questionnaire, analysis of data using Likert analysis, percentage formula and to strengthen research, researcher also added interviews. The results of this study are indicated by students' answers in the questionnaire. There are 30 questions in the questionnaire. 15 questions for intrinsic motivation and 15 questions for extrinsic motivation. The calculation shows that students' intrinsic motivation score is 62% and extrinsic students are 38%. This means that students at SMAN 8 Kota Jambi have intrinsic motivation that is higher than extrinsic motivation in learning English.

**Keywords:** *English Learning, Motivation.*

### **INTRODUCTION**

In the world of education, learning is symbolized as an effort to change the worse for the better, the darkness becomes brighter and sometimes even more than knowledge for one's life. So from that learning plays an important role in the current era by learning we can improve the quality of our lives and by learning we can bring our lives to a better life and English is an international language that was learnt and used by many people in the world. No one can deny the importance of this language in communication around the world. Therefore, Indonesia as developing country requires its citizens to learn English as early as possible. Thus learning English become an important subject from elementary school until university. According to Gagne in Pyhe (1997: 2) the context of learning provide a

representative definition of learning is a change in human disposition or ability, which can be maintained, and which cannot be considered a process of growth. This type of change called learning shows itself as a behavior change, and learning conclusions are made by comparing what behavior might occur before an individual is placed in a "learning situation" and what behavior can be shown after the treatment.

Another definition of learning also defined by Wittrock in Pyhe (1997: 3) as follow: " the term we use to describe the process involved in changing through experience. It is the process of acquiring relatively permanent change in understanding, attitude, knowledge, information, ability, and skill through experience". In learning, one of the lessons we usually learn when we go to school is

an English lesson that is on less important than other lessons.

In learning English today is needed in the world of education or in the world of work and from that learning English is not very important with other lessons. And English can be interpreted as follows: English has a very important role in the world of education. Any knowledge will require someone's English skills, especially for students. To learn certain theories, a student must refer to them as their language of instruction. But not all students want to learn English with that we have to see what can motivate students to learn English.

Related to the learning process, among others, are motivated to learn and concentrate both before and when taking lessons. Motivation is seen as a mental impulse that encourages and directs human behavior, including behavior in learning. In the study, motivation can be considered as the overall driving force in students that leads to learning activities, so that subjects can be achieved.

According to Mc.Donald (2016: 73), motivation is a change in energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. Motivation will cause a change in energy in humans, so that it will cling to the problems of mental symptoms, feelings and emotions, to then act or do something.

In teaching and learning activities, if there is a student, for example not doing something that should be done then it needs to be investigated for the reason. The causes are usually various possibilities that he is not happy, maybe sick, and hungry, there are personal problems and others.

According to Sardiman (2016: 75), motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he does not like it, he will try to negate or avoid the feeling of

dislike. So motivation can be stimulated by factors from outside but motivation is to grow within a person.

In learning activities, motivation can be said to be the overall driving force in students that gives rise to learning activities, which guarantees the flexibility of learning activities and that gives direction to learning activities, so that the objectives desired by the subject of learning can be achieved. The problem above have identified that some students have the problem in learning English. The researcher wants to try doing the research about "An Analysis of Students' Motivation in Learning English at SMAN 8 Kota Jambi". The research is limited on the analysis of the students' motivation in learning English at SMAN 8 Kota Jambi in academic year 2018/2019. The problem was limited to student of SMAN 8 Kota of Jambi and it focused on their intrinsic and extrinsic motivation in learning English.

## **LEARNING ENGLISH AS A FOREIGN LANGUAGE**

In learning English, students are influenced by some reasons. Each student has different reason in studying English such as: first, learning English to get better job. Second, learning English make them capable to communicate with people around the world. Third, learning English can increase someone's prestige or confidence to go everywhere.

Nowadays, there are about a billion people in the world learning English as foreign language. "In many other contexts in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school and culture", Pinter (2006:32). The process of learning language has a significant effect on how young learners are able to acquire the foreign language. The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those

who are involved in the children's learning process are their parents, and latter their teachers. So the teachers have the important role in the students' learning foreign language

### **THEORIES OF MOTIVATION**

Motivation is the process that gives encouragement, direction, and persistence of behavior. Meaning motivated behavior is behavior that is full of energy, focus and long lasting. Motivation is a suggestion or encouragement that arises because it is given by humans to other humans or from oneself, the impulse intends that humans become better human beings than the previous ones. Motivation can also be interpreted as a reason that underlies an act carried out by humans. And Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way. On the contrary, if a student is not motivated in learning English, he/she will not pay any attention of it or even does not care about it at all. Therefore, motivation is considered as essential element together with capacity to achieve success in learning the target language.

Related to the process of teaching and learning interaction, then there are several things to consider, among others are motivated to learn and student concentration both before and are following the lesson. Motivation is seen as a mental boost that drives and directs human behavior, including behavior in learning. Contained in the motivation of the desires, expectations, needs, goals, target and incentives.

According to Tanveer, et(al. 2012), Motivation is mainly of two types that can

be related with the academic achievement of the students. These two types of motivations are characterized by extrinsic and intrinsic motivations. Intrinsic motivation is narrated to the inner abilities of the students to interact with their environment in order to achieve their required and predetermined goals. Conversely extrinsic motivation refers to the fact that people are motivated towards the external sources through assorted kinds of rewards and grades.

In daily life, people will have more spirit if they have reason in doing something. For example, must be ever having the experience. Problem will become not necessary for them, yet it will become a momentum to accelerate them to reach their target. According to Maslow in Sardiman (2016:47) motivational impulses to learn are:

- a. the existence of physical needs
- b. the need for security, freedom from fear;
- c. the need for love and acceptance in relationships with others;
- d. there is a need to get respect from the community;
- e. appropriate to the nature of someone to express or present themselves.

Eysenck and friends (2003: 170) who formulate, "motivation as a process which determines the level of activity, intensity, consistency, and also general direction of people behavior is a complex concept, attitude and so on". The student who likely does not have motivation, but as a matter of fact has enough motivation, but not about a motivation in learning as the teacher hopes for the student may be motive to get good achievement at school, but at the same time there are other supports, such as students who encourage the student not to have good achievement at school.

Based on the expert's opinion above, the researcher concluded that motivation can be built from outside the life that hurts the heart, but motivation

grows within the individual itself. In learning, motivation is the whole movement in students' awareness that helps them in learning activities, quarantines a long learning process and provides direction for the process, so students. Motivation is very important in the learning process; it fosters desire, happiness and enthusiasm for learning. Students who have strong motivation will have a lot of energy to follow the learning and teaching process in the classroom or outside the classroom. They do it because they get motivated from their family or friends and from their hearts. They have the desire to achieve their goals with each other.

### **TYPES OF MOTIVATION**

According to Sardiman (2016:89) there are two type of motivation.

#### **a. Intrinsic Motivation**

Intrinsic motivation is the motives that become active or functioning do not need to be stimulated from the outside, because in each individual there is an urge to do something.

#### **b. Extrinsic Motivation**

Extrinsic motivation is motives that are active and functioning because of external stimulation.

### **RESEARCH METHODOLOGY**

In this research, it analyzed students' motivation by descriptive research, Sugiyono (2011) state that, descriptive research is that research to investigation the circumstances, condition or other term that have been mentioned, the result are presented based on the fact. The purpose by quantitative research is to analyze the object in the natural condition; the object is analyzed without manipulation. So that is why the researcher will observe the eleventh grade students in the class. Moreover, the researcher will also invite them to fill the questionnaire in Indonesia to make sure that the researcher can make the result of the research become

clearer. The research is conducted in SMAN 8 Kota Jambi at Jl. Marsda Surya Dharma, KenaliAsamBawah, Kota Baru, Jambi. The reasons why choosing SMAN 8 Kota Jambi as the sample of the research because: there researcher want to know the students' motivation in learning English.

The population in this research is eleventh grade of Sciences classes. Total of the students are 308 students and divided 8 classes. Sample in this research use sampling random technique, where all of students in this population get the same a chance to be sample of research. According Arikunto (2003: 112) say that "if the total subject is more than a hundred or big number, the sample can be between 10%-15% or 20%-25%". In fact, the population in this research totally 308 students. So the researcher use 15% of population as a sampling namely 48 students.

The purpose of this study was to find out the most dominant factors that motivate students in learning English. So, researcher tried to collect the data by using questionnaire, this table below will show the specification of the questionnaire as the instrument that used in this research.

**Table. 1 Specification of Questionnaire**

No	Dimension	Indicator	Definition Operational	Sentences	Total
1 .  2 .	Intrinsic Factors	The aspiration of students	The emergence of the spirit of learning in knowing the goals, want to get the prize, and because of competition.	1, 3, 6, 8, 12, 14, 16, 17	8
		Extrinsic	The condition of student	Involving the physical condition (illness, hunger), an emotional state (angry, happy, and sad).	20, 24, 26, 27, 28, 29, 30
		The environment condition of student	Is the state of environment of students such as, condition of school building, and social interaction with peers which includes and in element.		4
		The dynamic element in learning	The process of learning and teaching, motivation to learn, learning materials, learning media, learning atmosphere, and the state of learning is subject physical and mental psychology (the willingness to learn, and special talents).	2, 4, 5, 7	6
		The teacher roles in teaching students	As professional educator (the way of explaining lesson, character of teacher, and method use by teacher), and as motivator who can give the praise, and reward such as patting shoulders, smiling nodding his head, and giving thumb.	9, 10, 11, 13, 15, 18	5
Amount					30

Sources: *Sugiyono: 2004*

Based on the specification of questionnaire above, the questionnaire consists of positive and negative, the indicators contain 30 items.

### FINDINGS

The findings and discussion of data that to find out the factor of students' motivation in learning English, the researcher used questionnaire to find the result. The questionnaire divided into two

parts, those 15 questions to intrinsic motivation and 15 questions to extrinsic motivation. And the result will be explained on the point below.

**Factor of Students’ Motivation in Learning English**

The questionnaire is about the factors of students’ motivation in learning English and it contains thirty questions with answer response ranged 1-5 each item. The result data of the questionnaire as follows:

**Table. 2 Factors of Students’ Motivation in Learning English**

N O	Intrinsic and Extrinsic Motivation	Frequency	Percentage
1	Intrinsic Motivation	30	62%
2	Extrinsic Motivation	18	38%
Total		48	100%

From the table above there were two factor of students’ motivation in learning English at eleventh grade of SMAN 8 Kota Jambi in academic year 2019/2020. Based on the calculations above, it can be seen that student learning motivation is more than one factor. There were 30 students who are motivated to learn English from intrinsic factor (62%) and there were 18 students who are motivated to learn English from extrinsic factor (38%).

Based on the calculation of the previous page, it can be concluded that student learning motivation in learning English means 48 students are influenced by these two factors. The factor that most influences their motivation in learning English is intrinsic motivation. Intrinsic motivation is related to the personality of students who have to instill in themselves that they must more often get used to learning more actively, and must encourage themselves to do positive things

in learning, especially learning English. And the last factor is extrinsic motivation. Extrinsic motivation is where students must have encouragement from the outside so that the feeling of wanting to learn arises and students must also be supervised more so that learning is more directed.

**Students Questionnaire Answer and Interview**

Based on the students questionnaire the collected, researcher would explain that most students had different answer about the statement questionnaire were given both in intrinsic and extrinsic motivation. Amount of questionnaire were given to the students were thirty items. It consists of fifteen items for intrinsic and fifteen items for extrinsic motivation. They are: The first item was “*I study English to get appreciate from the teacher*”. Which shows this intrinsic is “to get appreciate” students want to get awards from teachers such as gifts, applause and so on. It was intrinsic motivation. Some students have a variation answer but from interview result the researcher find that more dominant answer was “seldom”. And from interview the researcher also know why students were more dominants choosing “seldom” because if in the class students get appreciation from the teacher, the level of motivation to learn from students increases.

The second item was “*I don’t have spirit in learning English if that media isn’t interested*”. Which shows this extrinsic is “media”, media is something outside of students so media is included in extrinsic, learning media can be cards, laptops, speakers and so on. It was extrinsic motivation. Some students have a variation answer but from interview result the researcher find that more dominant answer was “sometimes”. And from interview the researcher also know why students were more dominant choosing “sometimes”

because if they learn English there is no learning media they feel learning English is boring and they are not interested in learning English if there is no learning media.

The fourth item was "*I study English seriously if the teacher is able to raise student curious with simple question*". What this shows is intrinsic is "student curious raise with simple question" that arouses the curiosity of students through simple things that will make students spur students' learning spirit. It was intrinsic motivation. Some students have variation answer but from interview result the researcher find that more dominant answer was "often". From interview the researcher also know why students were more dominant choosing "often" because if the questions are simple then for students it is very easy to answer them, but if the question is general then the student feels challenged, so the question should generally be general.

The ninth item was "*I am happy to study English if the teacher uses group method*". What shows this extrinsic is "group". Group is an encouragement from the outside for us to learn by discussing with friends. It was extrinsic motivation. Some students have a variation answer but from interview result the researcher find more dominant was "always". From interview result the researcher also know why students were dominant choosing "always" because if the group is easier to do the assignment given by the teacher, especially when there is homework it will be faster if done together, and now the teacher has used the K-13 method where the method of doing the present task in groups.

The twelfth item was "*I study English in order I am more confident in friendship at school environment*". Which shows this intrinsic is "confident". Confidence must come from yourself,

followed by courage in doing what you like. It was intrinsic motivation. Some students have a variation answer but from interview result the researcher find that more dominant answer was "always". From interview result the researcher also know why students were dominant choosing "always because if students learn English to be more confident in association with friends, especially in the school environment. Suppose students have high abilities, high knowledge and that will make students more confident to speak English with friends who have the same abilities as them, and vice versa if students or they have low or below average abilities of other friends must be students or they will feel inferior to other friends, so if they have abilities above the average they can be more valued by other friends.

The twenty fourth item was "*I have concentrated to study English if I am well*". Which shows this is intrinsic is "concentrated". Concentration is a thing where we have to focus on what we are working on or what we want. It was intrinsic motivation. The most students responding were "always". From interview the researcher also know why students were dominant choosing "always" because if we are healthy, learning must be more fun and the material taught by the teacher is more easily accepted by students and students are more interested in discussing material taught by the teacher.

The twenty eighth item was "*I study English because it is my favorite subject*". It was intrinsic motivation. The most students responding were "sometimes". From interview the researcher also know why students were more dominant choosing "sometimes" because the student does not really like learning English, he is only in learning English.

The thirtieth item was “*I want to graduate national examination with good score*”. It was intrinsic motivation. The most students responding was “always”. From interview the researcher also know why students were more dominant choosing “always” because in English the UN is offered students must learn English, students want to be able to communicate also with many people using English.

### **Questionnaire Result**

Of the questionnaire that was distributed to respondents, consisting 48 students, and has obtained data on student motivation in learning English at eleventh grade of Science classes SMAN 8 Kota Jambi. Here is a list of values from questionnaire data on students’ answer sheet, “Intrinsic” and “Extrinsic” see in appendix 2

The researcher presented the result of calculation of questionnaire in general and calculation for questionnaire of student’s opinions to the factors motivating students in learning English. Then the questionnaire result was classified based on student’s opinion to intrinsic factors and extrinsic factors.

### **Score Research Questionnaire of Intrinsic motivation in learning English.**

To find out the dominant result of students specification of Intrinsic motivation in learning English at SMAN 8 Kota Jambi, the researcher provide 30 statements, the answer of questionnaire were tabulated see in appendix 3.

There were some of students that intrinsic was more dominant than extrinsic motivation. The students were: The first was student A1 with 87% for intrinsic motivation and 75% for extrinsic motivation. The second was student N1 with 95% for intrinsic motivation and 65% for extrinsic motivation. The third was student R2 with 71% for intrinsic

motivation and 69% for extrinsic motivation. The fourth was student J2 with 80% for intrinsic motivation and 61% for extrinsic motivation. The fifth was student U1 with 80% for intrinsic motivation and 77% for extrinsic motivation.

Based on the data above the researchers concluded that there was a very significant result between intrinsic and extracurricular motivation, a difference that was quite far between the results of these two motivations and could be seen as intrinsic results more dominant than extrinsic motivation.

### **Score Research Questionnaire of Extrinsic motivation in learning English.**

To find out the dominant result of students specification of Intrinsic motivation in learning English at SMAN 8 Kota Jambi, the researcher provide 30 statements, the answer of questionnaire were tabulated see in appendix 4.

There were some of students that extrinsic motivation is dominant that intrinsic motivation the students were: The first was student F2 with 83% for extrinsic motivation and 73% for intrinsic motivation. The second was student P2 with 80% extrinsic motivation and 75% for intrinsic motivation. The third was student B2 with 77% for extrinsic motivation and 69% for intrinsic motivation. The fourth was student D2 with 72% for extrinsic motivation and 64% intrinsic motivation. The fifth was student K2 with 92% for extrinsic motivation and 88% for intrinsic motivation.

After the researcher got the data from the students questionnaire answer, researcher found that the most student answer for questionnaire was specification: the first “always” or score 5 both intrinsic motivation and extrinsic



motivation. The second was specification “often” or score 4. The third was specification “sometimes” or score 3. The fourth was specification “seldom” or score 2. The last was specification “never” or score 1.

The most specification appear were always with score 5, then often with score 4, sometimes with score 3, seldom with score 2 and never with score 1. After researcher counted the data based on the questionnaire gotten, the researcher concluded that intrinsic motivation gets 62% and extrinsic motivation gets 38%. Based on the data gotten from questionnaire above researcher concludes that 62% > 38%. It means intrinsic motivation is more dominant than extrinsic motivation. The differences between intrinsic motivation and extrinsic motivation were 24%.

## **DISCUSSIONS**

Based on the questionnaire the researcher found the factors that are motivating students in learning English at eleventh grade science of SMAN 8 Kota Jambi in academic year 2018/2019. It will be describe below:

There are two types of motivation, intrinsic and extrinsic motivation, the researcher found that a lot of students at eleventh grade science of SMA 8 Kota Jambi depend on this type of motivation.

### **a. Intrinsic motivation**

Intrinsic motivation is a motive that becomes active or functioning does not need to be stimulated from the outside, because in each individual there is an urge to do something.

### **b. Extrinsic Motivation**

Extrinsic motivation is a motive that is active and functioning because of external stimulation.

These two factors influence each other in the individual learning process, thus determining the quality of student learning outcomes, especially in learning English. And based on the results of research at SMAN 8 Kota Jambi, researchers found that students were more motivated than themselves, namely intrinsic motivation which was more instrumental in the process of learning English in the classroom, and for the next researcher explained below the observations and questionnaires about the role of intrinsic motivation compared to extrinsic motivation

Intrinsic motivation is a motive that becomes active or functioning does not need to be stimulated from the outside, because in each individual there is an urge to do something. From the clear observation that most students are interested in learning English in this case, it can be seen that students are really serious about learning English with notification and listening when the teacher explains the subject of English. And from the observations of student researchers who tend to be more intrinsic to motivation, he will further encourage himself to know the things he is learning independently.

Extrinsic factors besides intrinsic factors, extrinsic factors also influence students in learning English. Extrinsic Motivation Factors are motives that are active and functioning because of external stimulation, for example the role of the teacher in teaching students. Based on observations, the researchers observed, first, that conditions are very influential in the learning environment, students will concentrate in learning English if the class is clean, comfortable and not noisy and if the way to teach teachers pleases students also will be passionate about learning.

## **CONCLUSIONS AND SUGGESTIONS**

Based on discussion before, the researcher can concluded that there were some students that intrinsic motivation is more dominant than extrinsic motivation. The other hand, extrinsic motivation was more dominant than intrinsic motivation. The most students responding to questionnaire statement bot of intrinsic motivation and extrinsic motivation always then the students responding was continued to specification often, specification sometimes, specification seldom and specification never. And the intrinsic motivation with 62% was more dominant than intrinsic motivation with 38%. The differences between intrinsic motivation with extrinsic motivation was 24%. So in this research intrinsic motivation was more dominant than extrinsic motivation.

Based on the result of the research, the researcher puts some suggestion to the following parties: The result of the research indicates the students are more motivated to learn English through intrinsic factors than extrinsic. Students must be able to balance their intrinsic and extrinsic factors so students can explore more about their learning English well. For the researcher, it is hoped that this research can encourage considering a better way in teaching English to improve how to be as a good English teacher. The researcher also can apply interesting way to develop in order to get the problems in teaching English and then this research is recommended to researching other problem when teaching English at senior high school.

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