

STUDENTS' MOTIVATION IN LEARNING ENGLISH

Neng Aprilia Purmama¹, Neng Sri Rahayu², Rasi Yugafiati³

¹ IKIP SILIWANGI

² IKIP SILIWANGI

³ IKIP SILIWANGI

¹ aprilial05neng@gmail.com, ² nengsrirahayu1@gmail.com, ³ tanya.rasiyugafiati@gmail.com

Abstract

Motivation is one of the most significant things in learning process. Without motivation, the purposes of learning is tough to be achieved. When learners have it in learning process, they will more understand with the materials, especially English. The goal of this study is to know how students' motivation in learning English of eight grade at MTs Mathla'ul Anwar Sukaguna. This study used descriptive qualitative method. The data was carried out by using a questionnaire of students' motivation which have ten items adapted from Clement, Dornyei, & Noels (1994) and used an interview which have five questions. The data were processed in the percentage and descriptive explanation. The main findings described that the learners are entirely highly motivated. Based on this study's findings, students of eighth grade at MTs Mathla'ul Anwar have that motivation, it is based on the outcome of questionnaire and interview. From the output of questionnaire, most of students choose the agree statements. It means that students has an savor in learning English. Furthermore, the yield of interview expressed that students have highly interesting in learning English. But in this case, the teacher have to be more creative in using the media, strategy, or delivered material in teaching learning activity to improve students' motivation.

Keywords: Learning English, Motivation, Students' motivation

INTRODUCTION

Motivation is the wrench of success in learning process. There are certain definitions of motivation from some experts. As mentioned by Hayikaleng, Nair & Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). Besides, Tambunan & Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college.

From a whole explanation above can be illustrated that motivation is the combination of attempt plus desire which gives the reasons for people's actions, desires, and needs to obtain the objective of learning towards an objective. According to Lai (2011), motivation refers to reasons that underlie behaviour that us characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016).

Through study of learning theories and their historical development, teacher should gain insight into the harmonies and conflicts that prevail in present educational theory (Kusumawati, 2014). Unfortunately, motivation from students in Indonesia is still in the low degree because

sometimes they have lacks of confidence. It is because sometimes the teachers do not comprehend about their students' feeling about English. So that, it is useful to help the reader especially the teacher to discover about how big the students motivation are and to know about their reason about it. Because, without desire to learn, it is very difficult for learners to gain effective learning (Alizadeh, 2016). It can be argued that teachers must be aware of significance in motivating the students and intensifying their motivation.

Related to their motivation, they can be distinguished in two types of motivations, those are:

1. Integrative Motivation

Integrative motivated is the condition when the learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture (Rehman, et al., 2014).

2. Instrumental Motivation

Integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group (Alizadeh, 2016).

Mihalas, et al. (2009) argues that they notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to their students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well (Mihalas, et al., 2009).

Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation.

1. Intrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticed by their intrinsic motivation, they study English because of their internal urge.

2. Extrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

In the zeal of learning, motivation is necessary, because someone who has no motivation in learning, will not be possible to implement learning activities. Motivation is needed in determining the intensity of the learning effort for the students. Lai (2011) states that there is one of factors that influence students motivation is reward. The function of reward may either encourage or reduce the motivation, suspending on the type of appreciations and the circumstances in which they are given. Teachers should try to let the students more

independence or control over their own learning. In addition, teachers have to invent an espouse classroom surroundings which respect to objective contexture, connection, and external evaluation.

Related to the explanation above, we know that motivation is considered success in studying a new language in the classroom circumstances. By knowing about the students' motivation, teachers can know their students' interest. So the writers carried out of study entitled "Students' Motivation in Learning English of Eighth Grade at MTs Mathla'ul Anwar Sukaguna".

This study will be carried out the students' motivation of eight grade at MTs Mathla'ul Anwar Sukaguna. This study was conducted to survey how the students' motivation in learning English of eight grade at MTs Mathla'ul Anwar Sukaguna. This study is limited to the learning motivation of eighth grade students at MTs Mathla'ul Anwar Sukaguna. It focused on the students' motivation in learning English.

METHOD

In this study, the writers used descriptive qualitative method. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for make broader conclusions (Sugiyono, 2005 cited in Apsari, 2017). It means that descriptive qualitative is a research method which uses technique of searching, classifying, and analyzing the natural phenomenon.

The writers used questionnaire and interview as instruments to collect the data. The writers adapted the questionnaire from Clement, Dornyei, & Noels (1994). The respondents of this study were second grade students of MTs Mathla'ul Anwar Sukaguna. There were 22 students. In questionnaire there are 10 items in English and also orally translated into Indonesia to give easier the students to understand and answer the questions. In this questionnaire, students were requested to answer the query by choosing four categories, they are: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each students were assigned the question based on their opinion and feeling. The questionnaires were distributed to 22 students during their normal class session and the writers gave the students time 10-15 minutes to filled out the questionnaire. Then the questionnaires were collected to the writers. While, for interview the writers took 2 respondents of the class. In interview there are five questions in English and also orally translated into Indonesia to give easier the students to understand and answer the questions. The writers conducted the interview to two students as representatives.

RESULTS AND DISCUSSION

Results

1. Questionnaire

Questionnaires were distributed to 22 pupils of 8th grade, they filled the questionnaires during their normal class session which time they were given clear instructions and explanation.

Table 1. percentage (%) of the result from the questionnaire of students' motivation in learning English.

No	Statements	I Strongly Agree	I Agree	I Disagree	I Strongly Disagree
1	I really like learning English	(13.6%)	(86.4%)	(0%)	(0%)
2	Studying English is necessary to me because it will enable me to know new people from different parts of the world.	(22.7%)	(68.2%)	(9.1%)	(0%)
3	Studying English is significant to me because I would like to learn as many foreign languages as possible	(0%)	(36.4%)	(63.6%)	(0%)
4	Studying English is notable to me because an educated person is supposed to be able to speak English.	(68.2%)	(27.3%)	(4.5%)	(0%)
5	Studying English is prominent to me so that I can be a more knowledgeable person.	(0%)	(18.2%)	(77.3%)	(4.5%)
6	Studying English is noteworthy to me so that I can broaden my outlook.	(40.9%)	(40.9%)	(18.2%)	(0%)
7	Studying English is obligatory to me because I may need it later (for job, studies).	(36.4%)	(59.1%)	(4.5%)	(0%)
8	Studying English is substantial to me so that I can understand English-speaking films, videos, TV, or radio.	(40.9%)	(40.9%)	(18.2%)	(0%)
9	Studying English is consequential to me so that I can read English books, newspapers or magazines.	(18.2%)	(22.7%)	(13.6%)	(0%)
10	Studying English is salient to me because I would like to spend sometime abroad.	(40.9%)	(54.6%)	(0%)	(4.5%)

From the data above, the writers concluded that most students have the motivation. It was provided with the percentage of strongly agree and agree higher than percentage of disagree and strongly disagree. Furthermore, from the calculation answered by students in this questionnaire, the writers discovered that most of students have a motivation in learning English. It indicated that pupils of eighth grade at MTs Mathla'ul Anwar Sukaguna has highly (good) motivation.

2. Interview

Interview session was conducted after all respondents filled the questionnaires. The writers took two respondents as a representatives of the class. The writers asked to the respondents about their motivation. The outcome of the interview represented that the learners were motivated, because the learners feel that English is important as an international language and also they think that English can assist them to communicate widely and useful in many aspect of life. Then, writers asked about what is the kind of learning process that can make them convenient to study English, then they said that easier to grasp English for them when the learning activity used interesting method such as games. The writers also asked about what are language aspects that most familiar with them, the pupils told they were familiar with speaking and reading. Then, the writers asked about the obstacles that probably faced by students, the

respondents claimed that they faced the obstacles when several of the material have not been conveyed, so when the teacher gave daily task, they cannot understand. Thus, to overcome this obstacle the students stated that they were searching for their material and inquire aback to the teacher. Then the other obstacle that students faced when learning was the condition of classroom often did not conducive (noisy), so they did not obtain the explanantion of the teacher clearly, to overcome this obstacle the respondents advised their classmates to not to be noisy so the learning vigor became more conducive.

From the outcome of interview above, the writers concluded that respondents have the motivation because they opine that English is an important language that can aid them in many aspect such as to communicate widely with other people. They also interesting in English when the teaching process using games. Sometimes they got problems when learning English such as there were some subject matter that have not been delivered. But, they can break the matter by finding their own subject matter via the internet and also asked to the instructor about the subject matter.

Discussion

From the presentation of the data above, most of students answer agrees in the questions that are given to them. It provided the information that most of students has highly motivation. They wish to conceive English because it imparts them pleasure and develop particular skills.

From the explanation above, it is clearly indicated that students of eighth grade at MTs Mathla'ul Anwar Sukaguna have a motivation in learning English. This is good for the pupils and the teacher in learning process. Because, motivation is one of the important things which is effect students' attitude and achievement. In this study's finding, the learners have good motivation, so it can be handy for the teacher to bring the pupils to be successful in delving English.

CONCLUSION

Motivation is the influential factor in learning activity. Without having motivation, goals of learning is hard to be achieved because the students' effort and desire affect the learners in achieve the learning goals. By getting motivation students will be spirited in learning process, so they will be shoved to comprehend English well.

From the earlier explanation of the data, writers was concluded that students of eighth grade at MTs Mathla'ul Anwar have a motivation in studying English, it is from the output of questionnaire and interview. From the output of questionnaire, most of students concur with the statements of questionnaire. It means that students have the desire in studying English. Furthermore, the output of interview also described that students have motivation in studying English. But in this case, the teacher have to be more creative in using the media, strategy, or delivered material in learning activity to improve students' motivation.

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