

AN ANALYSIS OF STUDENTS' MOTIVATION IN STUDYING ENGLISH AT SMPN 7 TARAKAN

Sarti Uka¹, Syarif Rafiqa², Rita Winiyanti³

¹Borneo Tarakan University

sarti.u61@gmail.com

²Borneo Tarakan University

rafiqa@borneo.ac.id

³SMP Negeri 7 Tarakan

sahasarti447@gmail.com

ABSTRACT

Motivation is one of the most influential factors in achieving a target language. The purpose of this research was to determine the level of motivation in studying English at SMPN 7 Tarakan, to assess if the students had intrinsic or extrinsic motivation. This research was a descriptive research method and the population for this research was the eighth grade of SMPN 7 Tarakan with class VIII-1 was selected as a sample from random sampling technique. Furthermore, the data was collected using a questionnaire instrument consisting of 20 questions. The result of this research shows that the total mean score of extrinsic motivation is higher than the total mean score of intrinsic motivation (3,58<3,85). It means that class VIII-1 as a sample had higher extrinsic motivation than intrinsic motivation in studying English. In other words, students are well motivated by extrinsic motivation, but also intrinsic motivation is still at a moderate level.

Keywords: Motivation, Studying English

INTRODUCTION

English is an international language that is used as the language of communication between all nations and countries around the world. All nations around the world now speak English as a common language. English is more than just a language; it serves as a conduit for cross-cultural interaction and communication between all of the world's cultures. Due to this, the role of English in education is crucial, and students must be able to master this skill (Andini et al., 2020). The fact that English is used so widely has undoubtedly contributed to its status as an international language. It is the only language that is widely spoken and understood. People use it all over the world in every aspect of life. It has evolved into the language of business, banking, entertainment, the internet, travel and tourism, software, medicine, engineering, and other fields. It is also the language of research and education. Nowadays, communication is carried out all over the world between people through one universal language, namely English (Akhter et al., 2020).

Motivation is essential in the learning process, not only in language learning as well as in other subjects. If teachers or parents can motivate their students to learn something, line with Arifin (2021) students have a positive attitude if they learn what they want to know. It will undoubtedly increase their willingness to learn. Motivation and English learning go hand in hand. In other words, a person's motivation level determines whether they are successful or unsuccessful at learning English. Some students believe that English is a challenging subject and difficult to study, but they are highly motivated, so they will make an effort to succeed in learning the language. Contrarily, some students feel that English is a boring and time-wasting

subject because they lack the motivation to learn it. He or she failed this subject as a result. So, in order to succeed in the learning process, motivation is important. As a result, motivation is essential for learning achievement (Fachraini, 2017).

SMPN 7 Tarakan is one of the schools in Tarakan, Kalimantan Utara, Indonesia. Based on observations at SMPN 7 Tarakan, students in learning English have different learning motivations from one another. There are students who have high motivation to learn English and some who have low motivation to learn English. Those with high motivation to learn English are always active in the classroom during the learning process. Meanwhile, those with low motivation to learn English tend to be inactive and unfocused during the learning process. As a result, the purpose of this research is to determine the level of desire that English students have for learning the language.

Regarding the description above, the researcher is interested in find out whether students have intrinsic or extrinsic motivation to learn English. The research question for this research is as follows: "What kind of motivation that eighth grade students have in studying English at SMPN 7 Tarakan?"

According to Putri (2019) "the success of students in language learning is affected by their motivation to learn. Motivation is one of the many factors that influence students in learning English". Sari (2021) also defined that students who are motivated to learn have a shift in energy within themselves; the impulse that develops from within a person transforms into an energy that drives him to work or study, search and solve difficulties to completion. Motivated students also react in ways that help them achieve their objectives. Manalu (2021) points out learning motivation can be defined as an external and internal encouragement for students to act in order to achieve academic achievement. High levels of learning motivation will make students more eager and passionate about learning, therefore motivation should be created in children at a young age so that they like learning without being forced. Widesti (2016) also explains that "motivation is an important factor for engaging the EFL (English as a Foreign Language) learners in their learning process".

On the other hand, Yusda (2020) defined motivation as a combination the efforts, desire to achieve the learning goal and attitudes toward learning the language. As a result, motivation to learn a second language relates to the extent to which individual works or attempts to learn the language as a result of their satisfaction with an English activity. Furthermore, Tambunan & Siregar (2016) said that "motivation and educational achievement as reflected in grade point average are positively correlated at all levels of schooling, elementary through college".

Students will succeed in learning English if they have a strong desire to learn. This is referred to as motivation. According to Smith in Yuzulia (2021), motivation is responsible for increasing interest, willingness, and excitement in learning. It will determine whether or not students succeed in learning a foreign language. Siregar & Siregar (2020) defined that "motivation has been widely accepted by teachers and researchers as one of the key factors influencing the success of foreign language learning". Furthermore, Kasyulita (2019) mentioned that motivation is a type of supportive effort aimed at achieving the study's purpose. A student makes an effort to learn in order to achieve their study goal. Good learning motivation can lead to good results. In other words, a student's success is determined by their desire to study.

Teachers can encourage students to enhance their English skills. Students could change because of motivation, which is essential in learning English.

There are two different kinds of motivation: extrinsic and intrinsic motivation, which refers to motivation that comes from both the outside and the inside of the students: a) Extrinsic motivation is the one which results from the influence of an external incentive, as opposed to a desire to learn for the sake of learning or curiosity in the task. According to Alderman in Yuzulia (2021), extrinsic motivation occurs when students participate in activities for reasons other than themselves, such as grades, praise, special privileges, qualifications, or material rewards. From the above statements, extrinsic motivation is that which comes from outside of individuals, such as punishment or reward, in order for them to be motivated and achieve the expected goal; b) According to Dornyei in Husna & Murtini (2019), “the intrinsic motivation is about an action that is done for its own sake to experience satisfaction”. Penny in Fachraini (2017) also defined global intrinsic motivation is the generalized desire to invest the experience of learning for its own sake, which is largely ingrained in the learners' previous attitudes: whether they see learning as useful, whether they like the language and its cultural, political, and ethical associations. It suggests that intrinsic motivation is an effort to work hard to achieve a goal that originates from within the individual. When students have intrinsic motivation, they will demonstrate it in the classroom by stating that they want to study English because they enjoy it.

METHOD

In completing research, the research design is crucial in supporting the researcher in defining each stage that must be completed in order to achieve appropriate results in response to research questions when finishing a study. The descriptive research method is used in this research. According to Gay & Airasian in Andriani & Sriwahyuningsih (2020), descriptive research determines and analyzes how things are. It concerns an incident that occurred on the field. Furthermore, the descriptive method is used for two reasons. To begin with, the majority of stated study papers are descriptive. Second, the descriptive technique can be applied to a variety of educational difficulties. This research was done in SMPN 7 Tarakan. This research explained the subject of the research in a systematic and precise manner. The population for this research was the eighth grade of SMPN 7 Tarakan with class VIII-1 was selected as a sample from a random sampling technique. Based on the data taken from the school, the researcher got the number of students from class VIII-1 was 31.

The technique of data collection is using a questionnaire technique. It is divided into twenty (20) questions, with questions 1-10 collecting information about intrinsic motivation and questions 11-20 collecting information about extrinsic motivation. In this research, a close questionnaire was used. Participants were asked to reply to a series of statements on a Likert scale: strongly agree (SA), agree (A), undecided/neutral (U), disagree (D), or strongly disagree (SD). The instrument is composed of various things that show students' motivation to learn English. The type of each item will determine the questionnaire's score. The score of the questionnaire is based on the table below:

Table 1. Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Undecided/Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

Source: Subakthiasih & Putri (2020)

Several procedures will be carried out in order to collect the desired data. Those steps included having the researcher prepare all of the instruments needed for the experiment ahead of time, selecting the sample using random sampling, using a questionnaire as a research tool for data collection, collecting raw data, and using the most commonly used statistical techniques of frequency and percentage score. The mean for each question was calculated using the data collected from the questionnaires. The degree and kind of learning motivation of the individuals were assessed using a five-point Likert scale. The following factors were used in the questionnaire to measure the level of agreement or disagreement of students' answers:

Table 2. Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

Source: Subakthiasih & Putri (2020)

FINDINGS

This research aims to determine what kind of motivation had by VIII-1 of SMPN 7 Tarakan in learning English through intrinsic motivation or extrinsic motivation. To get the data, the researcher utilized a questionnaire with 20 questions. Questions 1-10 are on intrinsic motivation, whereas questions 11-20 are about extrinsic motivation.

The following table contains the stated items concerning intrinsic motivation and extrinsic motivation, the mean scores, and the related motivation level which were used as the foundation for further analysis and explanation, based on the results of the questionnaires.

Table 3. Intrinsic Motivation Questions

No.	Intrinsic Motivation	Mean	Rating of Motivational Level
1.	I learn English in order to improve my English language skills.	4,25	High
2.	Knowing English helps me become a better person.	3,8	High
3.	I used my free time for learning English.	3,25	Moderate
4.	I study English because I enjoy learning it.	3,51	Moderate
5.	English helps/will help me learn about other cultures, values, and thoughts.	3,64	Moderate
6.	When I speak English, I don't mind making mistakes.	3,29	Moderate
7.	Learning English will allow me to be more at ease with English speakers.	3,8	High
8.	When someone speaks to me in English, I tend to be nervous.	3,74	High
9.	If I could not go to Campus, I would learn English by myself.	3,0	Moderate
10.	I learn English because it is something that I always want to do.	3,54	Moderate
Total		3,58	Moderate

Based on Table 3. above, the results of a questionnaire about the intrinsic motivation of class VIII-1 students in learning English are shown. The total mean for intrinsic motivation is moderate in terms of motivational level rating and the total mean score is 3,58. In addition, there are four intrinsic motivation statements that receive a high level of motivation. Statement number 1 *'I Learn English in order to improve my English language skills'* and number 2 *'Knowing English helps me become a better person'*, demonstrate that the students were highly motivated to learn English. Their main motivation for learning English is to enhance their language skills. The mean of the two statements is 4,25 and 3,8. Besides, statements number 3 *'I used the free time for learning English'*, and number 4 *'I study English because I enjoy learning it'*, proved that some students like and use their free time to learn English. Then, statement number 5 *'English helps/will help me learn about other cultures, values and thoughts'*, showed a moderate degree of motivation, which means that English is useful for learning about various cultures, values, and thoughts for the students.

Statement number 6 *'When I speak English, I don't mind making mistakes'*, this statement showed a moderate degree of motivation, which means that the students still worry when they speak English. Furthermore, statement number 7 *'Learning English will allow me to be more at ease with English speakers'*, and statement number 8 *'When someone speaks to me in English, I tend to be nervous'* showed a high level of motivation so that English is very important to learn by students so they can speak with native speakers but there are also some students who tend to get nervous when someone speaks English to them. Statement number 9 *'If I could not go to Campus, I would learn English by myself'*, showed a moderate degree of motivation and got 3,0. Statement number 9 is the lowest intrinsic motivation of all the average statements chosen by students. It means that there are some students who will learn English by themselves

if they don't go to campus. The last statement number 10 *'I learn English because it is something that I always want to do'* is at a moderate motivation level which means that there are some students who are willing to learn English.

Table 4. Extrinsic Motivation Questions

No.	Extrinsic Motivation	Mean	Rating of Motivational Level
11.	Learning English is useful in getting a good job.	3,7	High
12.	I learn English because I need it to further my studies overseas.	3,54	Moderate
13.	I study English because I want to do well in my examination.	4,32	High
14.	I study English in order to please my family.	3,67	Moderate
15.	Others will have a better opinion of me if I speak English.	3,8	High
16.	Knowing English gives me a feeling of success.	4,0	High
17.	In an English class, the teacher's personality is important.	4,16	High
18.	In an English class, the group is important.	3,93	High
19.	In an English class, the teacher's method is important.	4,22	High
20.	I feel that no one is really educated unless they are fluent in English.	3,19	Moderate
Total		3,85	High

Based on the data in Table 6. above, the total mean score for extrinsic score is 3,85. This indicates that students' extrinsic motivation is high. Statement number 11 *'Learning English is useful in getting a good job'*, it showed learning English for students is useful in getting a good job. Statement number 12 *'I learn English because I need it to further my studies overseas'*, is at a moderate motivation level. From the mean obtained from the students, it means that there are some students who learn English in order to continue their studies abroad. Then, statement number 13 *'I study English because I want to do well in my examination'* is at the high motivation level and is the highest mean of all statements from extrinsic motivation, which is equal to 4,32. This means that the average student of class VIII-1 is motivated to learn English because they want to pass the English exam.

Statement number 14 *'I study English in order to please my family'* is at a moderate motivation level where some students agree that they learn English to please their family. Statement number 15 *'Others will have a better opinion of me if I speak English'*, it means students think that if they learn English other people will have a different opinion towards them because the mean is at a high motivation level. Furthermore, statement number 16 *'Knowing English gives me a feeling of success'*, got mean of the high degree of motivation. The students think they will success if they know English well. Then, statement number 17 *'In an English class, the teacher's personality is important'*, number 18 *'In an English class, the group is important'*, and number 19 *'In an English class, the teacher's method is important'* it showed that teachers'

method and teaching and learning process are very important when student want to learn English because the three statements are at a high level of motivation. Moreover, statement number 20 *'I feel that no one is really educated unless he is fluent in English language'* got a mean 3,19 which is the lowest score of all statements from extrinsic motivation. So it can be said that the students think that learning English is not a determinant of someone who will be truly educated.

DISCUSSION

Based on the data presented above, it can provide information that most students are motivated to learn English through their extrinsic motivation. Extrinsic motivation is a type of motivation that comes from within the student. This motivation came from outside of the students. Alderman in Yuzulia (2021) states that extrinsic motivation occurs when students participate in activities for reasons other than themselves, for example, the need to get a good job, need to pass an examination, learn English because they want to be successful, learn English to please their family, and etc. It can be concluded that students tend to learn English because English is one of the positive things or added value that needs to be learned if you want to be successful or want to get a good job in the future.

Furthermore, students also showed a moderate level of intrinsic motivational level. This motivation came from inside the students. The students enjoyed learning English because it was their own pleasure and desire. For example, they want to improve their English skills, they really enjoy learning English, they believe that learning English will help them feel more at ease with English speakers, etc. Therefore, students will be motivated to try to achieve their targets in learning English. Students learn English because it is something that can improve English language skills while at the same time making students happy when learning English and on their own not because of coercion or joining with other people.

Furthermore, from the calculation of the value of students' intrinsic and extrinsic motivation above, the researcher found that the total mean score for intrinsic motivation was 3,58 and the total mean score for extrinsic motivation was 3,85. The level of students' extrinsic motivation is higher than the level of intrinsic motivation. It demonstrates that the majority of eighth-grade students at SMPN 7 Tarakan, especially class VIII-1 have extrinsic motivation for studying English. Both students and teachers will benefit from this in the process of teaching and learning. Because one of the key factors that influence students' attitudes and academic performance is motivation. In line with these findings, students are motivated, which will help teachers to assist students to succeed in studying English.

CONCLUSION

After conducting the research, the researcher discovered data indicating that the students in SMPN 7 Tarakan class VIII-1 were motivated to learn English for both intrinsic and extrinsic motivation. Intrinsic motivation is a kind of motivation that comes from oneself or inside of the students. For example, they want to improve their English skills or they really enjoy learning English. On the other hand, extrinsic motivation is a kind of motivation that comes from outside of the students or influences from parents, friends, environment or even society. For example, they learn English because they want to please their family or they learn English because they

want to be successful. Based on the data in the research findings, the total mean score for students' extrinsic motivation is 3,85, which is rated as having a high level of motivation, and the total mean score for students' intrinsic motivation is 3,58, which is rated as having a moderate level of motivation. In other words, motivation from outside students is higher than motivation that comes from within students.

REFERENCES

- Arifin. (2021). Pendidikan Multikultural: Ideologi Pembelajaran dan Pengajaran di Sekolah. *JURNAL BORNEO HUMANIORA*, 4(2), 96–102.
https://doi.org/https://doi.org/10.35334/borneo_humaniora.v4i2.2278
- Andini, T. N., Eun, L. Y., Khramova, A., & Žok, A. (2020). ELT comparison: increasing students speaking ability in Indonesia, South Korea, Russia, and Poland. *English Language in Focus (ELIF)*, 2(2), 131-140.
- Andriani, D., & Sriwahyuningsih, V. (2020). Student's Problem In Vocabulary Mastery At English Department Of Upi Yptk Padang. *Proceeding IAIN Batusangkar*, 1(3), 57-62.
- Akhter, S., Haidov, R., Rana, A. M., & Qureshi, A. H. (2020). Exploring the significance of speaking skill for EFL learners. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(9), 6019-6030.
- Fachraini, S. (2017). An Analysis Of Students' motivation In Studying English. *Getsempena English Education Journal*, 4(1), 47-57.
- Manalu, A. N. (2021). An Analysis Students' Motivation In Learning English During The Pandemic Covid-19.
- Putri, E. N. (2019). *An Analysis of Students' Motivation and Their Achievement in Learning English at the Department of English Education* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Rafiq, S., E. Boeriswati, And H. Usman. (2021). E-Learning in Elementary Schools: Educational System Change During Covid-19 Pandemic. *Образование И Наука*, 23(7), 170-186.
- Sari, T. N. P. (2021). *An Analysis Of English Students' motivation In Speaking Class During New Normal Era (A Descriptive Quantitative Study at the second Semester of English Department of IAIN Bengkulu Academic Year 2020/2021)* (Doctoral dissertation, UIN FAS Bengkulu).
- Siregar, F. R., & Siregar, R. (2020). Students' Motivation in Learning English. *English Education: English Journal for Teaching and Learning*, 8(2), 177-188.

- Subakthiasih, P., & Putri, I. G. A. V. W. (2020). An analysis of students' motivation in studying English during COVID-19 pandemic. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 126-141.
- Kasyulita, E. (2019). An Analysis Of Students' motivation In Learning English After Given Rewards At The Eight Grade Students' of Smpn 3 Rambah. *JEE (Journal of English Education)*, 5(1), 23-36.
- Tambunan, A. R. S., & Siregar, T. M. (2016). Students' motivation In Learning English Language (A Case Study Of Electrical Engineering Department Students). *Journal of English Language Studies*, 1(2).
- Widesti, H. (2016). Motivation in English Language Learning of English Department Fresh Year Students. *Universitas Kristen Satya Wacana*.
- Yusda, D. Z. P. (2020). *An Analysis Of Students' motivation In Learning English At Junior High School 2 Bangkinang Kota* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Yuzulia, I. (2021). A Study On Students' motivation Towards Learning English Language. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 9(1), 10-17.