

A Study on Students' Motivation in English Learning at the Eleventh Grade of SMAN 1 Air Tiris

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Abstract

When learning English students really need motivation, therefore this research focuses on the importance of motivation in English learning. This study also aims to investigate the motivation that exists in students when learning in English learning. The research method used is a descriptive method of quantitative analysis where data is analyzed using SPSS version 21 and Microsoft Excel. This research was conducted from November 9, 2022 to December 26, 2022. Data collection was carried out by giving students a questionnaire which aims to determine the level of students' motivation when learning English. Questionnaires were distributed to 71 students from grade seven as a sample. Determination of this sample is done by simple random sampling of 5 classes. The findings show that the level of students' motivation in English learning from is at a good level. Furthermore, the dominant aspect or indicator of students' perceptions of motivation in English learning for grade 7 at SMAN 1 Air Tiris is indicator 2.

Keywords: motivation, English language learning

Introduction

Learning is the process of acquiring knowledge. According to Brown (2000) learning is the process of acquiring In other words, learning will provide us with knowledge or new information about something. Learning is the process of new knowledge, skills, or attitudes as a result of interactions with information and the environment. Learning is a continuous process of acquiring more and more information and knowledge. Rossum, et al., (2010) stated that learning is defined as the acquisition of new knowledge. It indicates that during the learning process, we will expand our past knowledge to include new information.

In English learning, there are kind skills student learning English speaking, reading, writing and listening that students have to learn. According to Manaj sadiku (2015) four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

Based on preliminary research that is conducted at SMAN 1 Air Tiris. The students' of SMAN 1 Air Tiris is provided with English learning since they are on the first grade. There are some aim to achieve expect for the students in learning English:

1. The students expects to be able improve their four skills in English learning
2. The students expects to be able understand any context in four skills English learning

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Based on the learning objectives and interviews with several teachers and students, the researcher found several problems with the students. The problem is related to the students' motivation in English learning, particularly for eleventh grade students. First, some of students look bored and sleepy when studied. They do not seem interested in joining the learning process. Second, they are not focus on the teacher explanation while English learning. They also seem lazy to follow English learning when their teacher asks them to.

There are so many aspects that affecting the learning process.

One of them is the students' motivation. Students will be motivated to participate in the learning process if they are motivated to do so. Motivation is defined as a person's willingness and effort to do something in order to achieve their goals. Motivation is also one of the most significant factors in achieving a high level of accomplishment, since it supports students' expectations and is an important contributor factor in language learning. It is because when students are motivated to learn, they will learn more efficiently and effectively. All aspects of language learning are influenced by motivation. The motivation of students appears to play a significant role in their success or failure in reading comprehension activities. According to Takahashi (2018), motivated students are more likely to engage in activities that they feel will help them learn, but unmotivated students are less likely to be systematic in their efforts to learn.

A study was done by Sengkey and Galag (2018) entitled "Student Attitudes and Motivation in Learning English". The result of this study showed that there was no significant correlation between students' attitude and their motivation in learning English ($p = 0.105$). Thus, it was concluded that the students' attitude in learning English was neutral, and that they were highly motivated in learning English. It may also be assumed that other factors are significantly related to students' motivation in learning English.

The second related study is conducted by Meenaz Sham by the females) show that pupils have a good attitude about the English language and its acquisition. Extrinsic motivation was likewise found to be more prevalent than intrinsic motivation in this study. So, the previous researchers did not focus on student's motivation, especially English learning did not research in this area and because the researcher wanted to research the same thing especially English learning in this area.

Motivation

Motivation is very important in everything we will do. It is an enormous motivation for us to achieve our goals. Moreover, in teaching and learning process, motivation is really needed. Many experts in psychology have given various definitions of motivation. According to Santrock (2004) motivation is the processes that energize, direct, and sustain behavior. It means that motivation is the process in which pushes and shows students to do something and keep on the activity continuously. Motivated students will feel eager to achieve what they want with strong desire. It is similar with the idea of Schunk (2012) that motivation is the process of students to conduct activities based on their goals and to keep them on straight away.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get a better opportunity to achieve the goal in their learning activities than the lower one. According to Harmer (1991), states that motivation is an energy of students which come from inside encouraging themselves to do activity. It assumed that motivation is an essential of learning to achieve something. It is a process which directs students to activity to get goals. James (2009) says that the idea of someone to conduct activity and control the frequency of the actions is called motivation. From those definitions above, it

is concluded that motivation is an energy and direction to do something. Motivation is a process to get success and has a great influence to the future achievement.

Types of Motivation

According to Alizadeh (2016) there are two basic types of motivation, it is called integrative and instrumental. The terms of motivation divides into intrinsic motivation and extrinsic motivation. Moreover, Kitjaroonchai (2013) pointed out that motivation is a level in which the individual works or compete to learn the language because of a desire to do so and the satisfaction of experiencing in the activity.

There are two elements that influence students' motivation to learn something. Gardner (1985) stated that a motivated learner expends effort, desire, and attitude in learning English as the students' Intrinsic factor of motivation. This is the first factor of students' motivation in learning English which means that students have their motivation without any effect of their environment and society, students learn English because of their needs and intention. Secondly, a student who learning a language because of their environment, need of education or because of society, this kind of factors included in the extrinsic factor of students' motivation in learning.

Measurement of Motivation

1) Direct observations

It refers to behavioral instances of choice of tasks, effort, and persistence. It is usually used to measure motivation. Motivated students can be seen by the observation of students' persistence at tasks, the effort they expend to perform well, and how willingly they engage in tasks.

2) Rating by others

Another method to assess motivation is done by observers (teachers, parents, researchers) to rate students. Rating by others is judgments by observers of students on characteristics indicative of motivation. One of the advantage of rating by others is observers may be more objective about students rather than students do it themselves because it is done by others.

3) Self-reports

Self-reports involve people's judgment and statement about themselves. The types of self-report instruments are questionnaires, interviews, stimulated recalls, think-aloud and dialogues.

a) Questionnaires are consisted of a number of questions should be answered by respondents asking about their actions and beliefs.

b) An interview is a type of questionnaire in which the questions or points to discuss are presented by an interviewer and participants answer orally.

c) Stimulated recalls, recall of thoughts accompanying one's performances at various times.

d) Think-aloud refers to students' verbalizing aloud their thoughts, actions, and emotions while working on a task.

e) Dialogues are conversation between two or more persons.

Motivation could be assessed in some ways as Gardner (1985) in his research stated that the Attitude/Motivation Test Battery (AMTB). Using AMTB is related to the paradigm of socio-educational of second and foreign language acquisition, this AMTB also includes two measures of a reason in learning a language (Gardner, 1985). Attitude toward learning situations refers to the individual reaction of anything in the context of language learning and This AMTB test could be conducted by using interviews, questionnaires, and observation.

Motivation in English learning

English is the biggest language in the world, which is known as international language. It is learned by millions people either as mother language or second language. In Indonesia, English is studied as a second language and it has crucial role in every aspect, especially in educational aspect.

Some factors are influence teaching learning process, one of them is motivation. According to Christiana (2009) Motivation is an essential factor that plays a major role in achieving many fundamental goals in a students' academic life. In learning language, the most significant factor, which is influencing the students' success or failure, is students' motivation (McDonough, 1983). In second language learning, motivation is extremely important and it is certainly crucial to understand what the students' motivations are Oxford and Shearin, (1994).

In addition, Parsons, Hinson and Brown (2001) defined motivation as an important component or factor in the learning process. Based on definition by experts above it can be concluded that When students are motivated in learning English, although they feel it is hard or difficult to learn, they will try to understand it well. On the other side, when the students are not motivated, although they feel it is difficult they will do nothing in learning the subject and it will influence their success.

The researcher used a descriptive design with a quantitative approach. Based on Cohen (2007), descriptive research is used to describe and interpret about the real situations or the present existing condition. In addition, Tavakoli (2012) stated that descriptive research is an investigation of a phenomenon as it naturally occurs, a study about the impacts of the phenomenon or intervention. It means that descriptive research is a research to collect information about variables without changing the environment or manipulating any variables, so they do not look at possible cause and effect. This research has one variable namely students' motivation in English learning. This explanation about descriptive above is very matching with the objective of this research which is to analyze the students' motivation in English learning at the eleventh grade of SMAN 1 Air Tiris. Therefore the researcher chooses descriptive research to be the research design.

The subject of this research be the eleventh grade students of SMAN 1 Air Tiris and the object of this research be the students' motivation in English learning.

According to Creswell (2012) a population is a group of individuals who have the same characteristic. For this research, the population will be all of the eleventh grade students of SMAN 1 Air Tiris. The number of the population is too large to take as the sample of this research. So the researcher will take some of the students who are representative of their group to be the sample. Based on Creswell (2012) the sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. To choose the sample the researcher will use simple random sampling. According to Gay et al., (2012, p. 131) states that simple random sampling is the process of selecting a sample in such a way that all individuals in the de fined population have an equal and independent chance of selection for the sample. To determine the sample size as explained by Arikunto (2013, p.112) if the total population is more than 100, it is better to take 25% or more. In this research the sample size will be 25% for each class. So, the researcher will take 71 numbers of students as the sample of the research. A questionnaire will use to collect the data. According to Arikunto (2010) questionnaire is a set of written questions which is use to get the information from the respondent about his/her personality or something they had known. In this research, the questionnaire will be written in *Bahasa* to avoid the students' misunderstanding in answering the questions on the questionnaire. The questionnaire would assess the students' motivation and the factors contributing to students' motivation in learning

English. The questionnaire will be adapted from Gardner (1985) and that consist of 30 items. In analyzing the data, the researcher will use descriptive analysis with percentage to find out how the students' motivation in English learning. The researcher will use a descriptive statistic through SPSS 22.00 version program to analyze the data by the formula as described by (Prapphal and Gardner, 1981).

Findings and Discussion

Students' Motivation in Learning English

The findings of the research indicated the level students' motivation in learning English and also the dominant aspect of students' students' motivation in English learning at Senior high school 1 Kampar Airtiris. The questionnaire had 30 items. The items were constructed based on the indicators in operational concept and for each item was measured by using likert-scale. Then, the data were collected through the following procedures:

- a. The researcher distributed the questionnaire to 71 students in the classroom.
- b. The researcher evaluated the result of 71 students' answer by using Microsoft Excel program.
- c. After getting the score, the researcher categorized the score into the scale of each indicator to know the students' perception on the teacher's competence.

The questionnaire distributed to the students was had four different options that consisted of Always, Often, Sometimes, and also Never. In positive statement, the score for "strongly agree" Was 4, "agree" Was 3, "disagree" Was 2 and "strongly disagree" Was 1. The descriptions of the data were as follows:

Table IV.1
Item "Learning English is really great".

Id	Category	Frequency	Percentage
1.	Strongly Disagree	2	2.8
2.	Disagree	13	18.3
3.	Agree	36	50.7
4.	Strongly Agree	20	28.2
Total		71	100.0

On the **Table IV.1** above, the writer found that for the strongly disagree was 2.8%, disagree was 18.3%, agree was 50.7%, and strongly agree was 28.2%. So, the total of percentage of score was 100% from the total score was 71.

Table IV.2
Item 2 "I try to understand all the English I see and hear".

Id	Category	Frequency	Percentage
1.	Strongly Disagree	0	0
2.	Disagree	6	8.5
3.	Agree	43	60.7
4.	Strongly Agree	22	31.0
Total		71	100.0

On the **Table IV.2** above, the writer found that for the strongly disagree was 0%, disagree was 8.5%, agree was 60.7%, and strongly agree was 31.0%. So, the total of percentage of score was 100% from the total score was 71.

Table IV.3

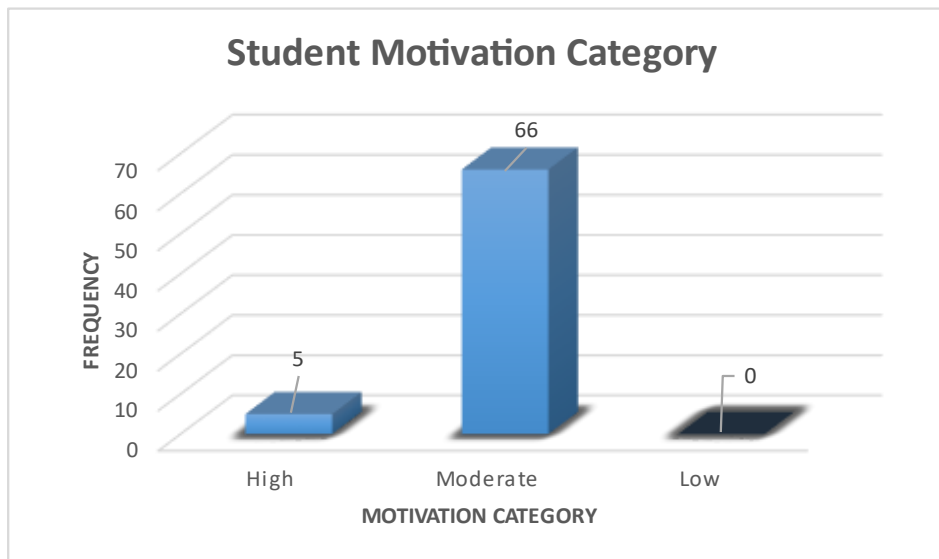
Item 3 “Learning English is important because it will allow me to meet and converse with more and diverse people.”

Id	Category	Frequency	Percentage
1.	Strongly Disagree	1	1.4
2.	Disagree	3	4.2
3.	Agree	22	31.0
4.	Strongly Agree	45	63.4
Total		71	100.0

On the **Table IV.3** above, the writer found that for the strongly disagree was 1.4%, disagree was 4.2%, agree was 31.0%, and strongly agree was 63.4%. So, the total of percentage of score was 100% from the total score was 71. Below is a chart from the data of interval score distribution of student’s motivation.

Figure IV.1

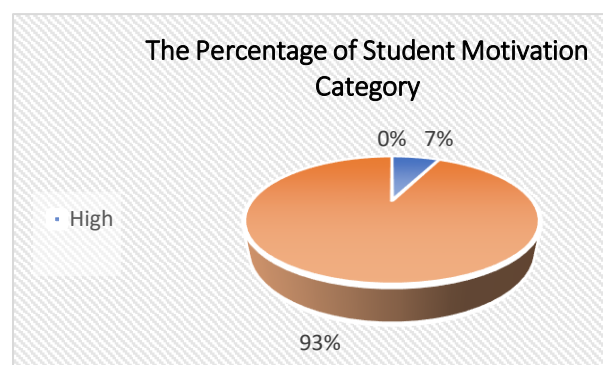
The Frequency Score of Student's Motivation



It can be seen, that high motivation category was 5 students and moderate category was 66 students. Meanwhile, the low category was no student. Furthermore, on the chart below (Figure IV.2), the researcher presented the percentage of the students' motivation score distribution.

Figure IV.2

The Percentage of the Students' Motivation



The figure IV.2 shows that score of high motivation is 7% and moderate motivation category is 93%, meanwhile the low category is 0%. Furthermore, the detail of descriptive analysis. To answer the research question on how the students' motivation in English learning at the eleventh grade students of senior high school 1 Air tiris. It is found that the level of the students' motivation

in English learning at the eleventh grade of senior high school 1 Air tiris is in the *moderate level*, since the mean of student motivation score shows 59.25.

CONCLUSION

By referring to the data analysis in Chapter IV, the researcher found the the level of the students' motivation in English learning at the eleventh grade of senior high school 1 Airtiris is in mediocre level o motivation (Mean 59.25).

Based on the results of the study, it can be stated that the worksheet used by class VII students of SMPN 2 Tambang is considered quite relevant to the requirements of a good student's worksheet proposed by the experts but needs to be revised in order to increase the potential of the student's worksheet in helping students deepen their knowledge.

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