

## A PORTRAIT OF STUDENTS' MOTIVATION IN LEARNING ENGLISH

**Mainar Fitri<sup>1</sup>, Murny<sup>2</sup>, Nurzena<sup>3</sup>, Mirawati<sup>4</sup>**

Faculty of Education and Teacher Training,  
State Islamic University of Sultan Syarif Kasim Riau,  
Pekanbaru, Riau, Indonesia

[mayfitry81@gmail.com](mailto:mayfitry81@gmail.com)<sup>1\*</sup>, [murny@uin-suska.ac.id](mailto:murny@uin-suska.ac.id)<sup>2</sup>, [zen.nurzenazen@gmail.com](mailto:zen.nurzenazen@gmail.com)<sup>3</sup>,  
[mirawati@uin-suska.ac.id](mailto:mirawati@uin-suska.ac.id)<sup>4</sup>

### ABSTRACT

*Every learner has different decision to pursue and sustain English language learning. Their decisions are aspects of English language learning motivation. This research aimed to describe how the students' motivation in learning English based on their decision to pursue and sustain English language learning. This research was descriptive quantitative. The population in this research were the sixth semester students of English Department of one of State Islamic University in Pekanbaru, Riau Province, Indonesia. Simple Random Sampling Technique was used to take the research sample. The number of samples were 91 students. The instrument used was questionnaires using Likert-Scales analyzed by using Percentage. The result of the research showed that the students' motivation in learning English was categorized into high level for each motivation aspect. However, the highest motivation aspect came from parental encouragement with the percentage 14 %. Based on the result, it can be concluded that parental encouragement is the most dominant motivation aspect that make the students pursue and sustain in learning English.*

**KEYWORDS:** motivation, English language learning, encouragement

### 1 INTRODUCTION

Learning English is a type of learning in higher student. Language also comes from biological abilities. The term "learning English as a second language" (L2) describes the process of picking up a second language, usually one that is official or widely spoken and required for basic needs like work and education. Studying people and groups who are picking up a language after having learned their first as young children, as well as the process of learning that language, are all part of it. As stated by Saville-Troike (2006: 4), a second language is usually an official or socially dominant language required for basic needs like employment and education. It is frequently picked up by immigrants or members of minority groups whose native tongue is not English.

Furthermore, motivation has an important role in learning a foreign language. According to Riyanti (2019) student's motivation play a crucial role in their language learning success, particularly when it comes to English. Motivation starts with the acquisition of language and includes effective behavior and conditions to impact student's effort when learning a foreign language. Our internal processes and thoughts serve as the main motivations for our behavior.

\*Correspondence: [mayfitry81@gmail.com](mailto:mayfitry81@gmail.com)

An essential component of learning English is motivation. Person factors influence an individual's motivation to aspire to a certain goal as well as by contextual elements, such as the expected results of actions and their repercussions (Heckhausens, 2008). Motivation is an internal state that prompts student to take action, guides them toward specific behaviors, and helps them sustain those actions in relation to actions that are significant and suitable for the learning environment. Students need motivation in order to learn the skills necessary to accomplish their goals additionally. There are both internal and external factors that can affect students' motivation to learn English. Extrinsic motivation involves performing a behavior as a means to some separable end, such as receiving an extrinsic reward or avoiding punishment (Dornyei & Ushioda, 2011). Intrinsic motivation is the drive to work harder at an activity in order to achieve a particular goal rather than a different one (Ryan and Deci 2000).

According to Dunn and Iwanie (2022), based on the Dornyei's theory of Language Learning Motivation Self System (L2MSS), there are 8 aspects of motivation in learning English related to students' decision to pursue and sustain English language learning. Firstly, ideal L2 self. Ideal L2 self hopes to develop as English students. This ideal is linked to their aspirations, dreams, and goals concerning their English language skills. For example, a student may imagine themselves as a fluent English speaker who attends school abroad or works for a multinational company. Secondly, Ought to L2 self. It represents for the qualities a student feels are necessary to fulfill duties or expectations from outside sources. Or can also be called the perceptions of the importance of English based on the opinion of important others in their immediate language learning environment. Thirdly, language learning experiences. Language learning experiences represent students' desire to learn a language that is greatly increased when positive learning experiences are created through interesting content, pertinent context, encouraging surroundings, and chances for achievement. The language learning experiences can be seen as attitudes that are reflective of language learning experiences. The fourth, Instrumentality. In terms of students' motivation, instrumentality is the perceived relationship between their present behavior or endeavors and their long-term objectives. It highlights the extent to which students think that finishing particular assignments or learning new skills now will enable them to achieve desired results, like high academic standing, professional success, or personal meaning. The fifth, international orientation. The term "international orientation" describes students' propensity or desire to interact with and learn about different cultures, languages, and viewpoints from around the world or can be concluded as the students' attitudes toward English as a language that enables learners to communicate with a wide variety of people. The sixth, English self- concept. When it comes to students' motivation, English self-concept refers to how they view their own skills and abilities in learning and using the English language. Or it can be concluded as students' perceptions of themselves as learners of English based on their past experiences and social comparison. The seventh, parental encouragement. Parental encouragement refers to the support, guidance, and positive reinforcement that parents provide to their children to foster their academic and personal growth. The eighth, motivated learning behavior. Motivated learning behavior in students are referred to the actions and attitudes that demonstrate a strong desire to participate in and succeed at learning tasks are.

There are some previous researchers focused on students' motivations in learning English such as ; Shaaban and Gaith (2008); Seeshing, Lau and Nie (2011); Fachraini (2017); Aprilia, Neng and Yugafiati (2019); Yulvi and Aaliyima (2021); Dwi and Silvia (2019); Dunn and Iwanie (2022). The gap in this research was this research used Dornyei's Language Learning Motivation Self System as the main framework to

explore different aspects of motivation that English language learners have, while the previous studies did not view the aspects of motivation from Dornyei's theory except a study conducted by Dunn and Iwanie (2022), however, it is a correlational study; they correlated the aspects of motivation to the students' English proficiency, while this study just to view the picture of students' motivation in learning English.

Based on the preliminary research conducted at one of state Islamic university in Pekanbaru, Riau province, Indonesia, researchers found that some of the students were motivated to learn English because their parents really support them in learning English. Some of the students were motivated to learn English because they had a vision to be a successful person in their career for the future. So, based on the phenomena above and the research gap, researchers need to research this with the aim of seeing a picture of students' motivation in learning English.

## 2 METHODOLOGY

This research was descriptive quantitative research. The population of the research were the third-year students of English Education Department of a State Islamic University in Pekanbaru, Riau, Indonesia. The samples of the research were taken by using simple random sampling technique by using a lottery. The number of samples were taken based on the Slovin formula. The number of samples were 91 students. The data used were questionnaires using Likert-Scales. The questionnaires used were closed-ended questionnaires. The indicators of questionnaires adopted from Iwanie (2014). The items of questionnaires were 32 items. The validity and reliability tests were conducted. The data were analyzed by using the Percentage formula.

## 3 RESULT AND DISCUSSION

To describe how is the students' motivation in learning English, researchers analyzed the data by using the percentage formula. The percentages of each aspect of students' English learning motivation are described in the following table

**Table 1. The Percentage of Mean Score**

<b>Indicator</b>	<b>Mean Score</b>	<b>Percentage</b>	<b>Classification</b>
	<b>of</b>		
	<b>Each</b>		
	<b>Indicator</b>		
Ideal L2 Self	3,18	12%	Very High
Ought to L2 Self	3,14	12%	Very High
Language Learning	3,18	12%	Very High
Experiences			
Instrumentality	3,35	13%	Very High
International Orientation	3,00	12%	Very High
English Self Concept	3,18	12%	Very High
Parental Encouragement	3,36	14%	Very High
Motivated Learning	3,22	13%	Very High
Behavior			
<b>Sum of Each Indicator</b>	<b>25,61</b>	<b>100%</b>	

Based on the table I above, it can be seen that the percentage of mean score for each dimension; Ideal L2 Self with 12% was categorized into very high, Ought to L2 Self with 12% was categorized into very high, Language Learning Experience with 12% was categorized into very high, Instrumentality with 13% was categorized into very high, International Orientation with 12% was categorized into high, English Self Concept with 12% was categorized into very high, Parental Encouragement with 14% was categorized into very high and Motivated Learning Behavior with 13% was categorized into very high. So, it can be concluded that students' motivation in learning English is very high. Among all aspects of English language learning motivation, the highest motivation aspect that became a decision for students to pursue and sustain English language learning is parental encouragement with the percentage 14 %.

The findings of this research were in line with previous research findings. Previous research conducted by Chalak and Kassaian (2010) about motivation and attitudes of Iranian undergraduate EFL students towards learning English in Iran. In this study the responses provided by the students in the questionnaire indicated that they had a high desire to learn English. As discussed earlier, the questionnaires showed that their attitude was highly positive towards English, its culture, and its people. Generally speaking, most of the students believed that English is an international and important language and everyone needs to learn it. They also wished to visit other countries to learn. So, this research can be taught as both intrinsically and extrinsically motivated.

On the other hand, there is another research study which is contrast with this research finding. The research conducted by Dunn & Iwaniec (2022). Its research finding showed that students are more likely to contribute to proficiency than external pressures from parents and society, with a mean of 0.389, with the highest being self-concept with a mean of 0.866.

#### 4 CONCLUSION

The research finding showed that the students' English language learning motivation was very high for each aspect. Furthermore, the highest motivation came from parental encouragement. It can be concluded that the students' decision to pursue and sustain English language learning dominated by parental encouragement aspect.

#### REFERENCES

- Aprilia, Purmama .Sri, Neng Rahayu. Yugafiati, Rasi. (2019). Students' motivation in learning English. *Professional Journal of English Education*.
- Bechter, B. E., Dimmock, J. A., Howard, J. L., Whipp, P. R., & Jackson, B. (2018). Student motivation in high school physical education: A latent profile analysis approach. *Journal of Sport and Exercise Psychology*, 40(4), 206-216.
- Chalak, A., & Kassaian, Z. (2010). *Motivation and attitudes of Iranian undergraduate EFL students towards learning English. GEMA: Online Journal of Language Studies*, 10(2), 37-56.
- Dwi Nurul Uddiniyah, Silfia Efa. (2019). An analysis of students' motivation in learning English at SMAN 8 Kota Jambi Academic Year 2018/2019. *JELT: Journal of English Language Teaching*

- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Routledge
- Dunn, K., & Iwaniec, J. (2022). *Exploring the relationship between second language learning motivation and proficiency: A latent profiling approach. Studies in Second Language Acquisition*, 44(4), 967-997.
- Fachraini, Siti. (2017). An analysis of student motivation in learning English. *Getsempena English Education Journal*.
- Fryer, L. K., Van den Broeck, A., Ginns, P., & Nakao, K. (2016). *Understanding students' instrumental goals, motivation deficits and achievement: Through the lens of a latent profile analysis. Psychologica Belgica*, 56(3), 226.
- Hasan, H., Dedi Hermanto Karwan, D., Een, Y. H., Riswanti, R., & Ujang, S. (2021). *Motivation and learning strategies student motivation affects student learning strategies.*, 10(1), 39- 49.
- Heckhausen, J., & Heckhausen, H. (2008). *Motivation and action* (2nd ed.). Cambridge University Press.
- Iwaniec, J. (2014). Self-constructs in language learning: What is their role in self-regulation? In K. Csizér & M. Magid (Eds.), *The impact of self-concept on language learning* (pp. 189–205). Multilingual Matters
- Korpershoek, H., Kuyper, H., & van der Werf, G. (2015). *Differences in students' school motivation: A latent class modelling approach. Social Psychology of Education*, 18, 137-163.
- Nguyen, H. C. (2019). Motivation in learning English language: A case study at Vietnam national university, Hanoi. *European Journal of Educational Sciences*, 6(1), 49-65.
- Riyanti, D. (2019). The role of motivation in learning English as a foreign language. *Journal of English Language Teaching Innovations and Materials (JELTIM)*.
- Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist*, 55(1), 68.
- Shaaban, Kassim, Ghaith Gazi. (2008). Student motivation to learn English as a foreign language. *Foreign Language Annals*.
- Sahin, M., Seçer, S. Y., & Erisen, Y. (2016). Perception of "English" and motivation in learning English. *Journal of Education and Training Studies*, 4(9), 43-60.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge University Press.
- Seeshing, A Yeung. Lau, Shun. Nie, Youyen. (2011). Primary and secondary students' motivation in learning English: Grade and gender differences. *Contemporary Educational Psychology*. Page 246-256
- Wang, C. K. J., Liu, W. C., Nie, Y., Chye, Y. L. S., Lim, B. S. C., Liem, G. A., ... & Chiu, C. Y. (2017). Latent profile analysis of students' motivation and outcomes in mathematics: An organismic integration theory perspective. *Heliyon*, 3(5).

Yulfi. Aalayina, Ahwalusah. (2021). Students' motivation in learning English.  
*Linguistics, English Education and Art (LEEA)*.