

**STUDENTS' MOTIVATION IN LEARNING ENGLISH
(A DESCRIPTIVE RESEARCH AT ELEVENTH GRADE OF SMA ISLAM
PEKALONGAN IN ACADEMIC YEAR OF 2022/2023)**

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ABSTRACT

This study aims to analyze the motivation level in learning English from eleventh-grade students of SMA Islam Pekalongan. This study uses descriptive qualitative method as research method. There were 37 students from 2 classes which are Eleventh Mathematic Science class consists of 18 students and Eleventh Social class consists of 19 students of SMA Islam Pekalongan as research subjects. This study used questionnaire as an instrument. The questionnaire used Likert scale from McMillan and Schumacher (2010) as questionnaire scores for each answer category. There are 20 statements consists of 10 statements about intrinsic motivation and 10 statements about extrinsic motivation. The writer classified the types of motivation level using a theory about the level of students' motivation from Arikunto (2009). The results of the study found that Eleventh Mathematic Science is superior in intrinsic motivation level (32,7) than Eleventh Social class (30,94). Meanwhile, Eleventh Social class is superior in extrinsic motivation level (27,73) than Eleventh Mathematic Science class (27,6).

Keywords: motivation, learning English

ABSTRAK

Penelitian ini bertujuan untuk menganalisis tingkat motivasi belajar Bahasa Inggris dari siswa kelas 11 di SMA Islam Pekalongan. Penelitian ini menggunakan metode deskriptif kualitatif sebagai metode penelitian. Terdapat 37 siswa dari 2 kelas yaitu kelas 11 MIPA yang terdiri dari 18 siswa dan kelas 11 IPS yang terdiri dari 19 siswa dari SMA Islam Pekalongan sebagai subjek penelitian. Penelitian ini menggunakan kuesioner sebagai instrumen penelitian. Kuesioner tersebut menggunakan skala Likert dari McMillan dan Schumacher (2010) sebagai skor kuesioner dari setiap kategori jawaban. Terdapat 20 pernyataan yang terdiri dari 10 pernyataan tentang motivasi intrinsik dan 10 pernyataan tentang motivasi ekstrinsik. Penulis mengklasifikasi jenis tingkat motivasi menggunakan teori tentang tingkat motivasi belajar siswa dari Arikunto (2009). Hasil penelitian menemukan bahwa siswa kelas 11 MIPA lebih unggul di tingkat motivasi intrinsik (32,7) daripada kelas 11 IPS (30,94). Sementara itu, kelas 11 IPS lebih unggul di tingkat motivasi ekstrinsik (27,73) daripada kelas 11 MIPA (27,6).

Kata Kunci: motivasi, pembelajaran Bahasa Inggris

INTRODUCTION

People need motivation in doing something, especially in the learning process. Harmer (2007: 98) defines motivation as an encouragement to do what they want. Meanwhile, Pintrich and Schunk (2002: 5) define motivation as a goal-centered process that influences a person. Students need motivation to remain stay enthusiastic during learning activity. Without motivation, students cannot participate in learning activity. In learning activities, motivation is the encouragement of students in learning based on the desire to achieve good achievements or learning outcomes (Aldefer, 1972 in Hamdu and Agustina, 2011). Motivation can be in form of desire, goal, reward, punishment, and external demands such as from parents, teacher, and environment. Motivation consists of internal motivation and external motivation. Intrinsic motivation is motivation in which a person does an activity because of interest and enthusiasm (Ambarwati and Mandasari, 2021). It comes from within a person (Harmer, 2007:98). There are two categorizes of intrinsic motivation: (1) Integrative motivation is intrinsic motivation in which a person joins the language and culture of a community and becomes part of the community (Brown, 1994), (2) Instrumental motivation is intrinsic motivation in which a person learns a language to achieve certain goals such as getting a good career and translating skills (Brown, 2000: 162). Meanwhile, extrinsic

motivation is the urge to do something to get something else (Santrock, 2006: 419). Students who have extrinsic motivation are based on the desire to get good grades, money, recognition, or rewards if they do activities and get achievements (Ormrod, 2002: 181). Ryan and Deci (2002) categorized extrinsic motivation into 4 types: (1) External regulation is behavior that comes because of external factors' demands, (2) Introjected regulation is behavior that comes because of internal factors such as ego, guilt, and shame, (3) Identified regulation is behavior based on personal goals. This regulation is still part of extrinsic motivation because even though it stems from personal desire, a person's decision to do something is still controlled by external factors, and (4) Integrated regulation is behavior that involves one's self. Even though this behavior is similar to intrinsic motivation, it is still a part of extrinsic motivation because the purpose of integrated regulation is to achieve a significant goal as a valuable achievement. The writer conducted this study to find out the level of students' motivation in learning English from Eleventh grade students of SMA Islam Pekalongan. Based on the interview that has been conducted by the writer with an English teacher of SMA Islam Pekalongan, there are gaps about the students' English skills and achievements between students from Eleventh Mathematic science class and Eleventh Social class. Most students of Eleventh Mathematic Science class have good English skills while most students of Eleventh Social class have average English skills. Motivation has a role in improving student's achievement. This encourages students to get better performance (Harmer, 1991). Besides, motivation has an influence on students' language learning achievement. His research proved that the level of motivation has an impact on students' language learning outcomes. Students who have high motivation get better grades than students who have low motivation (Hashwani, 2008).

METHOD

This study uses descriptive qualitative method. Descriptive research is research to determine the value of the independent variable without comparing or relating with other variables (Sugiyono, 2018). Qualitative research is a method for examining the state of natural objects in which the researcher serves as the key instrument, data collection is done using triangulation (combined), data analysis is inductive, and the findings are more concerned with meaning than with generalization (Sugiyono, 2018). This study uses descriptive qualitative method because this study found the motivation level of eleventh-grade students of SMA Islam Pekalongan. The writer used questionnaire as an instrument to collect the data. The respondents of this study were eleventh-grade students at SMA Islam Pekalongan. There were 37 students from 2 classes; 18 students from Eleventh Mathematic Science class and 19 students from Eleventh Social class. There are 20 statements consist of 10 statements about intrinsic motivation and 10 statements about extrinsic motivation. The students were asked to answer the statements based on their opinion. The questionnaire used Likert scale as the scores of each answer category. Likert scale is a scale that contains the scores of respondents that shows the level of agreement with the statement. (McMillan and Schumacher, 2010).

Table 1.
Likert Scale

Optional	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

FINDINGS AND DISCUSSION

The writer classified the students' motivation level scores using a theory about interval of frequency and classification level of students' motivation. The theory has been adopted and formulated from Arikunto (2009: 230).

Table 2.
Interval of Frequency and Classification Level of Students' Motivation

Interval of Frequency of Students' Motivation	Classification Level of Students' Motivation
33 – 40	Very good
25 – 32	Good
17 – 24	Average
10 – 16	Poor

After classified the motivation level, the writer calculated the percentages of each type of motivation level. Then, the writer calculated the total scores or frequency of intrinsic motivation level scores and extrinsic motivation level scores in order to find the average score of intrinsic motivation level and extrinsic motivation level. The average score used as a representative score of intrinsic motivation level and extrinsic motivation level of students.

a. Intrinsic Motivation Level

The writer presented the students' intrinsic motivation level into tables.

Table 3.
Intrinsic Motivation Level of Eleventh Mathematic Science Class
Eleventh Mathematic Science Class

No.	Students Code	Frequency	Level of Motivation
1.	1A	31	Good
2.	2A	34	Very good
3.	3A	31	Good
4.	4A	30	Good
5.	5A	36	Very good
6.	6A	33	Very good
7.	7A	29	Good
8.	8A	30	Good
9.	9A	30	Good
10.	10A	33	Very good
11.	11A	30	Good
12.	12A	38	Very good
13.	13A	30	Good
14.	14A	32	Good
15.	15A	39	Very good
16.	16A	32	Good
17.	17A	38	Very good
18.	18A	34	Very good

From 18 students of Eleventh Mathematic Science class, there are 10 (55,5%) students who have good intrinsic motivation level and 8 (44,4%) students who have very good intrinsic motivation level. The total score is 590 so the average score is 32,7. It means that Eleventh Mathematic Science class have good intrinsic motivation level.

Table 4.
Intrinsic Motivation Level of Eleventh Social Class
Eleventh Social Class

No.	Students Code	Frequency	Level of Motivation
1.	1S	31	Good
2.	2S	30	Good
3.	3S	36	Very good
4.	4S	28	Good
5.	5S	34	Very good
6.	6S	36	Very good
7.	7S	35	Very good
8.	8S	33	Very good
9.	9S	27	Good
10.	10S	21	Average
11.	11S	39	Very good
12.	12S	36	Very good
13.	13S	30	Good
14.	14S	36	Very good
15.	15S	30	Good
16.	16S	20	Average
17.	17S	28	Good
18.	18S	31	Good
19.	19S	27	Good

From 19 students of Eleventh Social class, there are 9 (47,36%) students who have good intrinsic motivation level, 8 (42,1%) students who have very good intrinsic motivation level, and 2 (11,1%) students who have average intrinsic motivation level. The total score is 588 so the average score is 30,94. It means that Eleventh Social class have good intrinsic motivation level.

b. Extrinsic Motivation Level

The writer presented the students' extrinsic motivation level into tables.

Table 5.
Extrinsic Motivation Level of Eleventh Mathematic Science Class
Eleventh Mathematic Science Class

No.	Students Code	Frequency	Level of Motivation
1.	1A	28	Good
2.	2A	24	Average
3.	3A	22	Average
4.	4A	30	Good
5.	5A	29	Good

6.	6A	31	Good
7.	7A	29	Good
8.	8A	28	Good
9.	9A	30	Good
10.	10A	29	Good
11.	11A	29	Good
12.	12A	29	Good
13.	13A	30	Good
14.	14A	27	Good
15.	15A	28	Good
16.	16A	28	Good
17.	17A	26	Good
18.	18A	21	Average

From 18 students of Eleventh Mathematic Science class, there are 15 (83,3%) students who have good extrinsic motivation level and 3 (16,7%) students who have average extrinsic motivation level. The total score is 498 so the average score is 27,6. It means that Eleventh Mathematic Science class have good extrinsic motivation level.

Table 6.
Extrinsic Motivation Level of Eleventh Social Class
Eleventh Social Class

No.	Students Code	Frequency	Level of Motivation
1.	1S	29	Good
2.	2S	36	Very good
3.	3S	37	Very good
4.	4S	23	Average
5.	5S	29	Good
6.	6S	35	Very good
7.	7S	26	Good
8.	8S	29	Good
9.	9S	24	Average
10.	10S	20	Average
11.	11S	29	Good
12.	12S	31	Good
13.	13S	28	Good
14.	14S	31	Good
15.	15S	27	Good
16.	16S	21	Average
17.	17S	23	Average
18.	18S	24	Average
19.	19S	25	Good

From 19 students of Eleventh Social class, there are 10 (52,63%) students who have good extrinsic motivation level, 6 (31,57%) students who have average extrinsic motivation level, and 3 (15,78%)

students who have very good extrinsic motivation level. The total score is 527 so the average score is 27,73 which means that Eleventh Social class have good extrinsic motivation level.

The writer compared the average scores of intrinsic motivation level and extrinsic motivation level from each class. The average score of intrinsic motivation level of Eleventh Mathematic Science is higher (32,7) than the Eleventh Social class (30,94). However, the average score of extrinsic motivation level of Eleventh Social class is slightly higher (27,73) than the Eleventh Mathematic Science class (27,6). It can be concluded that the Eleventh Mathematic Science class is superior in intrinsic motivation while the Eleventh Social class is superior in extrinsic motivation. Even though all the average scores on motivation level are included in the good category, each class has an advantage and disadvantage of each motivation level.

CONCLUSION

Motivation is an important thing in carrying out learning activities because motivation can encourage students to be enthusiastic about participating in learning activities. Students who have high intrinsic motivation learn English because of their passion, desire, and goal. Meanwhile, students who have high extrinsic motivation learn English because of external factors such as demands, rewards, punishment, and recognition.

From the presentation above, it can be concluded that the students of Eleventh Mathematic Science class are superior in intrinsic motivation level (32,7) while the students of Eleventh Social class are superior in extrinsic motivation level (27,73).

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