

A STUDY ON STUDENTS' MOTIVATION TOWARDS LEARNING ENGLISH LANGUAGE: A CASE STUDY OF ONE SENIOR HIGH SCHOOL IN PEKANBARU

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Abstract

Motivation is the main point to determine the students' desire to learn English. Students' motivation will be correlated with their performance and achievement during the learning process. The research aimed to find out students' motivations in learning English and the kinds of motivations they have. The respondents of this study were sixty two third-grader students of senior high school in Pekanbaru. This study used quantitative and descriptive method where the information delivered based on the actual condition. A questionnaire that consists of twenty-five questions and open-ended questions was delivered to the students. The answers of the respondents were analyzed and computed to find out the mean value of each kind of motivation. Based on the result of the study, it is found that the students have high motivation to learn English. They want to be able to communicate fluently, to understand reading materials and to get better job in the future. However, the students do not neglect the aim of learning English at school is to pass the examination. The teachers are suggested to encourage students to focus on their improvement, not only grade or examination.

Keywords: motivation, EFL, english learning

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Introduction

English has an essential role in many aspects of life where English is used in communication, technology, education, science, and career. English in Indonesia has been taught as one of the essential subjects from kindergarten until university. In Senior High School, English is examined in the national examination and a complementary subject while at the university level. English is used as a complementary subject to help the students access references for their reading in English. The aim of English teaching and learning in Indonesia is to develop communicative ability in the four language skills: listening, reading, writing, and speaking.

In terms of learning English, the students will succeed in learning if they have a will to learn. This will is called motivation. Motivation plays a vital role

in foreign language students' classroom performance (Dornyei, 2001). Motivation has the specific role of raising eagerness, willingness, and gladness in learning. It will determine students' success or failure in learning a foreign language (Smith, 2012). Motivation can directly influence the frequency of using learning strategies.

According to Suprijono (2009), motivation to learn gives the spirit of learning, direction, and behavior persistence. Learning motivation is a momentous field in language pedagogy since it is seen as one of the key variables contributing to the successful acquisition of a foreign language or second language (Kormos & Czier, 2010). Two kinds of motivation can influence the learners, namely integrative motivation and instrumental motivation (Gardner & Lambert, 1972). Integrative motivation is an interest in

foreign languages, a desire to interact with native speakers of the target language, and a positive attitude toward these people and their culture. On the other hand, instrumental motivation is a desire to study the target language to achieve a pragmatic objective such as improving an individual's future employment opportunities.

Learning a foreign language is challenging, and teaching a foreign language can be just as daunting. So the teacher should look for new and creative methods to boost students' motivation. If the students feel better about themselves, they will achieve more outstanding results as learners. The more inclined students share their interests, hopes, feelings, and dreams, the more self-confident they will be. It implies to foreign language teachers that our students would have the confidence to speak more in the target language and move closer to full linguistic competence.

This study aims to examine the role and level of motivation towards learning English among senior high school in Pekanbaru and to investigate what type of motivation is the most popular among the students.

Literature Review

Many experts in psychology have given various definitions of motivation. According to Quan (2014) motivation is important and the same as aptitude, intelligence and attitudes which can greatly influence the achievement of learners' foreign language acquisition. According to Santrock (2004), motivation is the process that activate, directs, and sustains behavior. It means that motivation is pushing and showing students to do something and continuously keep on the activity. As stated literally, motivation is enthusiasm or the need for doing something. According to Woolfolk (2007, p.372),

motivation is usually defined as an internal state that arouses, directs, and maintains behavior. Santrock (2011, p.438) also defined that "motivation involves the processes that energize, direct, and sustain behavior." Schunk (2008, p.4) and friends also state that "motivation is the process whereby goal-directed activity is suggested and continued." It means that motivation can direct someone's behavior to achieve his/her goals. A person has a goal and enthusiasts to do something in his/her life by motivation.

According to Shearin (1994, p.78), motivation is a desire to achieve a goal combined with the energy to work toward the goal. Motivation has been an important research topic in psychology. Studies on psychology motivation have sought to determine "what moved a resting organism to a state of activity" Weiner (1990,p.45). Psychologists have put forward numerous theories and concepts to describe human motivation. It also has been recognized that motivation is an essential agent in the cognitive process.

Motivation can be divided into two kinds. These kinds of motivation are divided the how the motivation arrives and the influences around the person itself. They are extrinsic motivation and intrinsic motivation. Alderman (2004) stated that extrinsic motivation happens when students engage in activities for external reasons (outside of themselves) such as grades, praise, special privileges, and certificates or material rewards. From the above statements, it can be concluded that extrinsic motivation is the one that comes from the outside of individuals, for example, punishment or the reward, so that they will be motivated and achieve the target expected.

There are two main types of extrinsic motivation based on Gardner and Lambert's (1972, p.56) integrative

motivation and instrumental motivation. In integrative motivation, the student needs to be attracted by the role of the target language community. It involves students' reasons for learning the language. To strengthen this motivation, students have to learn hard to master the language and have to integrate themselves into that culture. Instrumental motivation describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position, or status. The language is instrumental in their attainment of such a goal.

According to Santrock (2011, p.441) intrinsic motivation involves the internal motivation to do something for its own sake. Alderman (2004) also defines that "the intrinsic motivation is typically defined as students engagement in actions for their own sake and without coercion such as satisfaction, interest, learning, and challenge." With intrinsic motivation, the students do not need to be pushed to do something. This statement is the same as this next statement: "Intrinsic motivation

describes self-initiated task engagement with no apparent extrinsic rewards beyond the activity it self.

Methodology

This study used a descriptive method to find out some information from actual conditions. This research population was the senior high school students who enrolled in the third grade in Pekanbaru. The total numbers of respondents were sixty students. For this study, the author formed a questionnaire that consists of 30 questions related to students' motivation to learn English. The data obtained through an online survey were analyzed by frequency of common students' responses and percentages. Demographic data were obtained using the Likert scale and is reported in percentage of students' responses. Furthermore, the questionnaire also provides some open-ended questions to clarify students' responses.

Findings and Interpretations

Table 1. Respond of Students' Motivation Questionnaire

No	Components	Agree	Neutral	Disagree
1.	I always attend the English class on time	88.1	9.5	2.4
2.	It won't be a problem if I do not attend English class	0.1	19	80.9
3.	I usually learn English in my free time	69	28.6	2.4
4.	English lesson is not interesting		4.8	88.1
5.	The presence of native speaker will boost my motivatoon to learn English	42.9	54.7	2.4
6.	The tasks given by the teacher burdens me	19.1	59.5	23.8
7.	I feel challenged by the tasks	26.2	61.9	11.9
8.	When I find difficult words in English, it will not stop me from keeping learning	75.6	19.5	4.9
9.	I do not give my maximum effort in English class	4.9	12.2	82.9
10.	I make my own goal in learning English	52.4	45.2	2.4

No	Components	Agree	Neutral	Disagree
11.	I love to listen to English songs to support my learning	81	16.7	2.3
12.	English will be beneficial for my future career	92.81	7.1	0.09
13.	I feel the need to be able to master English language	95.2	4.8	0
14.	I am reluctant to practice English at school	9.5	31	59.5
15.	I am confident to be asked to speak English in the classroom	23.8	61.9	14.3
16.	I learn English to communicate with my teacher and my friends	50	33.3	16.7
17.	I learn English to answer English tasks correctly.	88.1	11.9	0
18.	I learn English to get the high score in my class	31	64.3	4.7
19.	My purpose to learn English is to pass the National Examination	80.9	1.9	17.2
20.	I'm not interested to communicate with native speaker of English	2.4	54.8	45.3
21.	My teacher is my biggest inspiration to learn English	69	28.6	2.4
22.	I like to listen to dialogues in English movies.	78.6	19	2.4
23.	Getting low score makes me lazy to learn English	2.4	11.9	85.7
24.	I will ask my teacher if I find problems during learning English	80.9	19	0.1
25.	I love to learn English to make me easier to understand reading materials in English.	90.5	9.5	0

Based on the findings, it is found that 88,1 % of students are willing to attend the English class on time, and 57,1% of the students disagreed that it will not be a problem if they do not attend English class.

They never late coming to the class because they are afraid of missing the teacher's explanation.

"I always come to the class on time because I do not want to miss the teacher's explanation."

"I never late to come to English class."

61.9 % of students agreed if they learn English at home in their free time. They join in the community to practice their English with their friends or even with native speakers. Furthermore, watching movies and listening to English

songs become the hobbies that can help them master English.

"I joined an English club in my city at the weekends. It is helpful for me to increase my speaking ability."

"I usually increase my English skill by watching movies without subtitles or listening to English songs in my leisure time."

52.4 students agreed that they loved to listen to English songs.

"I often listen to English songs in my leisure time".

"I prefer to listen to English songs because the lyrics are so thoughtful and powerful."

"I like to listen to English songs because I can find new vocabularies from the lyrics."

88,1% of students disagreed that English is not interesting to them.

"English is interesting to me. Sometimes my teacher gives us knowledge about different accents of English speakers. That was so unique and interesting."

"I love English because I want to understand my favorite movie without looking at the subtitle anymore."

59,5% of students are "neutral" regarding the need for native speakers to boost their learning English motivation. They wish that they could have a chance to meet and communicate directly with the native speaker of English one day.

"It would be great if I had a chance to hear the native speaker speaks English."

59,5 % of students are "neutral" regarding that they are burdened by the number of tasks, and 61,9% of students are "neutral" about feeling challenged by the tasks given. From the open-ended questionnaire response, it is found that many tasks sometimes burden them because they are bored to learn English grammar and theories most of the time. On the other hand, some students came up with the idea that tasks were essential to enhance the vocabularies.

"Hm.. yes, sometimes I am burdened by so many tasks at school. I need more leisure time to practice my English speaking skill. Not only do some theories."

"I know that the tasks will help me write good English and enhance my vocabularies."

63,4% of students agreed that when they find difficult words in English, they will keep learning. They tend to use dictionaries or guessing the meaning from the context to comprehend reading materials.

"I usually look at my dictionary whenever I find the difficult words in English."

"I will finish until I understand what is the whole text about when I have reading class or reading tasks."

61% disagreed that they do not give their maximum effort in English class.

"Nope, I have tried my best to understand and practice English."

"I tried hard to learn so that I can get a high score in English."

"I disagree, I did all tasks and always respond to the teacher's questions during the class. That is the best I can do."

45,2% of students are neutral regarding "creating their own goal in learning English". Some of them plan to continue their study to another country and have a plan to choose the department that requires good English ability.

"I have a plan to continue to school at Malay or Singapore, that is why I have to be able to speak English well."

"I want to continue my education to International Relations which requires the mastery of the English language."

73.8% of students agreed that English would be beneficial for their future. They stated that speaking skills would be beneficial to improve their career in the future. The fluency in speaking English is also essential.

"I know it. English becomes "a must" in this era. Everything is written in English, and many people could speak English well now. So I have to learn very hard from now."

"English is essential to increase my career level in the future. I believe that."

57.1% of students are neutral regarding "I am reluctant to practice English outside school." The respondents said that they are afraid to make grammar mistakes while speaking, their limited vocabularies, and the problem with confidence.

"Sometimes its hard for me to speak in the classroom because I am not confident enough."

"I have limited vocabularies that is why it is a little bit hard for me to speak."

"My grammar is not very good, and I am afraid if I make a mistake in English grammar."

33.3% neutral regarding "I learn English to communicate with my teacher and my friends and 52.4% students agreed if they learn English in order to make them easier to understand reading material in English."

"I like to read English novels and articles."

52.4% of students agreed if they learn English to answer the questions in English class correctly."

64.3% of students are neutral in responding, "I learn English to get the high score." When they got a high score, their motivation and confidence will be increased. Some students disagreed with this statement because they like to learn, not merely getting high scores.

"I loved it when I got a high score in English lesson, my confidence will be increased."

"I feel like my effort paid off when my teacher gives me a good score in English lesson."

"Nope, I learn English because I love it. The score is just the bonus."

54.8% neutral regarding the statement "I am not interested in speaking with native speakers" while 59.5 students agreed that "they learn English to pass National Examination."

Based on the findings, it is found that most students have high motivation to learn English. They tend to come to the class on time, do all the tasks, learn English in their free time and try to find the meaning of difficult words they found while learning English. Most of the students also doing some efforts to practice their English such as joining an English club. They stated that they are more comfortable to practice their English in their community because they

do not need to worry about their grammar since the members come in various level of English ability.

Regarding the presence of native speakers to boost their motivation, most of students are neutral about it. In other words, they still have reluctance to get to know English more in order to connect with its persons or culture. Talking about students' purpose to learn English, the respondents' responses are varied. They learn English to communicate with their teacher and friends, to understand novels or other reading materials, and to be able to get a promising career in the future. Surprisingly, based on the results, it is found that the primary purpose of the students to learn English was to get high scores in English subjects and pass the national examination.

Conclusion

Based on the result of the study, the researcher could conclude that the respondents of the study have high motivation to learn English. The students tend to have two kinds of motivation; instrumental motivation and integrative motivation. The study results also indicated that the respondents could be categorized as having instrumental motivation because they regarded English as a compulsory subject and fulfilled the need to pass the examination level. The students also identified having integrative motivation because students have reasons for learning the language. The students also realized that English is crucial for them for their future. It can be identified by their purpose to learn English in order to communicate, to be able to understand reading materials in English, and to get a better job in the future.

The teachers are suggested to encourage students to focus on their improvement, not only grade or examination. The students can do a self-assessment of their work and find out

their strengths and weaknesses. The teacher can also use authentic materials and introduce the students to different cultures or accents, in order to make the students more enthusiastic to communicate and boost their interest in learning English.

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