Students' Motivation to Learn English at SMAN 1 Barangka

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ABSTRACT

This study aims at determine the students' motivation to learn English at XI grade students at SMAN 1 Barangka. The research question is what are the students' motivation in learning English at SMAN 1 Barangka. This study use quantitative descriptive research design to analyze the data which is gathered from students. The instrument of the study is questionnaire. The questionnaire consists of intrinsic and extrinsic motivation. The aspects of intrinsic motivation are the aspiration and hope aspect, the desire to success aspect, the need and drive in learning English aspect and the aspects of extrinsic motivation there are appreciation for students in learning aspect, the confortable learning environment aspect. The subjects of the study are 40 students of XI IPS SMAN 1 Barangka. The result showed that the percentage for students' intrinsic motivation was 45% categorized as low. For intrinsic motivation is 42,5% also categorized as low. From the result shows that the students have low motivation in learning English.

Keywords:
Students' Motivation, learning English motivation

1. Introduction

In senior high school 1 Barangka, students when in teaching and learning process there are also many students who are indifferent and joking when participating in learning English. Student responses in learning are also mediocre, only a few students who dare to ask questions. Also only a few students dared to express their opinion. It even seems that students are indifferent to English lessons. Besides that, the lack of support for the living environment can counter the tendency of students not to be interested in learning English.

Based on the information obtained by researchers from interviews with one of English teacher of Senior High School 1 Barangka said that students really needs motivation, students' motivation can be seen from students while studying in class, because when the teacher asks questions to students regarding the subject matter, some of them are still unwilling to answer. Often the students who are not enthusiastic about participating in learning English are busy talking with their classmates or playing on mobile phones. There are students who did not pay attention about the material teaching by the teacher, look unenthusiastic when studying and do not do assignments well. It is shows that there are students who have not optimal learning motivation. It is very difficult to find out students who have a high interest in this matter to learn their English. Therefore, students still really need motivation in learning English.

In education, motivation has an important roles. Motivation as an important factor in increasing students in learning something. Related to learning

English as a foreign language, motivation has an important role, especially in determining the achievement of the learning cycle. In this case, motivation provides positive energy and the willingness of students to achieve success in what is being learned (Dorney, 2009). According to Walgito (2002), motif comes from the Latin *movere* which means to move. In this case to move means the strength within the organism that encourages an action. Motives as drivers are not independent but interrelated with another factor called motivation. Caplin (1993) states that motive is the condition of someone that can cause enthusiasm to do something as well as motivation is usually a process of trying to influence someone to do something. The result of motivation is an action. Motivation also leads to change in individuals. So that behavior will change for better than before. On the other hand, motivation can be said as a need in this case to get the goals. Someone has a motivation because there is a goal to be achieved. According to Weiner (2000), motivation is a situation where it gives strength to individuals to act and encourages them to achieve certain goals and ultimately do it happily. Meanwhile, motivation is defined MC. Donald cited by Hamalik (2007) as a change in energy experienced by a person which is then marked by a person's action or reaction to do something.

Motivation is important for everyone who need a goals. According to Gunarsa (2003) there are two basic motives that drive behavior a person, namely a biological motive is related to the need for sustaining life and social motives related to needs social. Someone will be have a spirit to do something, in order to achieve the goals. This final goal that makes an enthusiasm and encouragement in the process of achieving something is the final goal is called motivation. This is in accordance with the opinion by Gilakjani et.al (2012) the accomplishment of any activity relies upon the degree to which individuals attempt to accomplish their objectives, alongside their craving to do as such. Then based on the opinion above, having good motivation will affect good success. It is a motive force that arouses, incites, or stimulates action.

From these problems, it is necessary to follow up to enhance student motivation. Also know more about students' motivation and the factors that influence the motivation of students in learning English. Based on the problem has been found the researcher have an interest in researching how is the students' motivation to learn at Senior High School 1 Barangka.

2. Methods

This research used a quantitative research. The type of research used in this research was descriptive-quantitative. In this research, examiners used a survey method by giving questionnaires to the students to know their motivation.

The population in this study were the students of class XI Senior High School Barangka. The total population were 103 students. The researcher aplied purposive sampling in gathering the data. The researcher chose one class of the 11th grade namely XI IIS as a sample in this research of SMAN 1 Barangka. The sampling technique uses purposive sampling technique. The participant of the questionnaire were 40 students.

The instrument in this study used the questionnaire. Questionnaire is a series of questions given to respondents with the aim of obtaining information. Questionnaires related to what are the extrinsic factors affect of students' motivation to learn English. Data collection used a Likert Scale. On a Likert scale, respondents chose alternative answers to questions according to the conditions experienced. There is an alternative answer on the Likert scale:

Table 1. The Interpretation of r Values

Scale	Statement Score
	Point
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The questionnaire that were used consists of 5 items related to students motivation in learning English. All questions are favorable questions consisting of extrinsic and intrinsic motivation. The table of questionnaire Grid as follow :

Table 2. Questionnaire Grid

No	Aspect	Indicators	Items Questionnaire	Total
1.	Intrinsic	The Aspiration and Hope Aspect.	6,3,9,7	4
		The Desire to Success Aspect	4,10,11,13,8	5
		The Need And Drive In Learning English Aspect	1,5,12,2	4
2.	Extrinsic	Appreciation for Students in Learning Aspect.	15,21,22	3
		The Comfortable Learning Environment Aspect.	14,16,17,18,19,20,23	7
		Total		23

The validity test is a test that is used to find out how strong the measuring instrument used is to measure what is being measured. To measure validity of instrument in this study, the researcher will use the Person Product Moment to test validity vie the SPSS 20 for windows. The criteria would be shown as follow:
1. If the value of the corrected item-total correlation is higher or similar than the value of r-table, it means that the item is valid or has a correlation between the item of variable with the students motivation.
2. If the value of the corrected item-total correlation is lower than the value of r-table, it means that the item is invalid.

The instrument or statement is said to be valid if the value of rxy total> r table is at the 5% significance level, but if rxy total <r table then the instrument is invalid. Validity testing in this study used the SPSS program.

Reliability test is a test used to determine the level of consistency of the measuring instrument used in data collection. The reliability test should be carried out after the validity test. Questions that have been valid are entered into the SPSS table and then tested for their reliability. The level of data reliability can be determined by calculating the reliability coefficient using this formula and interpreted by the level of reliability criteria as follows:

According to the students' response on the pillot questionnaires, the Cronbachs' Alpha was 899.

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
,899	27

The data analysis technique use in the study is in accordance with the problems in the study, namely using quantitative descriptive. The data analysis technique in this study is descriptive statistics to describe the research variables. Further, the statistical technique used in this study is the percentage. The percentage for each possible answer obtained from various frequencies obtained by the total population then multiplied by 100% (Bungin 2014). Here's the formula :

$$p = \frac{f}{n} . 100\%$$

Where :
P = Percentage
F = frequency
n = total population
100% = constant

3. **Result**

The frequency and percentage of students responses intrinsic motivation.

Table 4. The Frequency and Percentage of Students Responses on Intrinsic Motivation

Interval	F	%	Category
>32,65	8	20	Very High
30,025-32,65	7	17,5	High
27,4-30,025	18	45	Low
<27,4	7	17,5	Very Low
Total	40	100	

Based in the table above, it is shows that the frequency and the percentage category of students intrinsic motivation in learning English. From 40 students, there were 8 (20%) students with a very high category, 7 students (17,5%) wtih high category, then 18 (45%) with the low category and 7 (17,5%) students with very low category. Most of students are in low category.

Table 5. The Frequency and Percentage of Students Responses on
Extrinsic Motivation

Interval	f	%	Category
>23,48	8	20	Very High
21,025-23,48	8	20	High
18,57-21,025	17	42,5	Low
<18,57	7	17,5	Very Low
Total	40	100	

The table above show about frequency and percentage of students responses on extrinsic motivation. The table show the interval class category. The interval start <18,57 until >23,48 in this case shows the category very low until very high ctegory. There are 8 (20%) students have very high category, then 8 (20%) with high category, next 17 (42,5%) students with the low category and 7 (17,5%) with the very low category.

4. Discussion

The reseacher did the research on the problem of the study as stated previously. The data were found that students motivation in leaning English based on the students respon in questionnaire. Each item should be marked strongly agree, agree, neutral, disagree and strongly disagree by students depending on how frequent those happen in their learning process. The questionnaire itself consist of two categories which are extrinsic and intrinsic motivation. The motivation related about three items such as aspiration and hope, desire to success, and need and drive in learning while the next are consist of two aspects such as apreciation for students in learning aspect and condusive learning environment aspect. After collecting and analyzing the data, the researcher finds out that respondents of this research which is eleventh grade students of SMAN 1 Barangka majority have the negative respond about the statement in questionnaire. To answer the question of this research, the researcher will elaborate how the students motivation in learning English.

According to the finding, the student have less respond for every statement in this aspect. In item 3,6,7, and 9 about students aspiration and hope, most of student disagree with the statement. Every statement in this aspect is relate with their felt about. The students' have not encourage for motivation in aspiration and hope aspect with the result that have less motivation. Vroom suggests that the will to do something depends on the expectation of a definite outcome. The students need aspiration and hope to get their goal because it is very important. Aspiration and hope very important in making the spirit of learning and directing students to achieve their goals (Dimyanti, 2010) the students' need an aspiration to encourage or support in get their goals.

Items 4, 8, 10,11, and 13 were about students' desire to success aspect, wheter the students have the motivation because of this asepect or not. It summarized that a

lot of students have a negative respond about this statement. It is mean that the students' desire to succes is low. The desire of students to learn certain things is based on certain goals, for example desire to succes. Acording to Hamdhu (2011), learning motivation is the propensity of understudies to do all learning exercises that are driven by the craving to accomplish accomplishment or excellent learning results.

Items 1,2,5, and 12 were about students' need and drive in learning English. The result showed that most students disagree about the statement. They do not interested in learning English, they would rather spend more time in other class then English class, they feel studying English is not enjoylable and they not have a plan to learn as much possible. They do not have a motive to learn English based on this aspect. In general it can be said that the purpose of motivation is to move or encourage someone to arise the desire and willingness to do something so as to obtain results or achieve certain goals (Purwanto, 2010).

Item 15, 21, and 22 the students respon in this statement is disagree. This item is about apreciation for studnts in learning. Based on the result, it showed that a lot of students do not have motive from the appreciation in learning. On of the reason of students'feel get the apreciation is the apreciation from the teacher where teacher is teacher as a source of encouragement for students when the taching and learning process. Condusive the learning Environment. The result showed the most of students have the negative respond. In this research is about learning English motivation. The condusive learning Environmet is very important for learning.

This is in accordance with expectancy theory, namely motivation is three things that are interconnected, including feelings of opportunity for success (expectancy), the relationship between success and reward (instrumentality), the value of the goal (Value) (Vroom,1964). If one of these three things is missing, motivation will also be low. Therefore, these three things must always be there so that there is motivation. In other words, if a person does not believe that he can be successful in a learning process or he does not see the relationship between his activity and success or he does not consider the learning goals he has achieved to be valuable, then it is unlikely that he will be involved in learning activities.

In conclusion, the researcher gave an explaination that the majority of the students have the negative respon in every aspect that can make them have a low motivation in learning English. In this research the motivation related about aspiration and hope, desire to success, need and drive in learning aspects, apreciation for students in learning aspect, and condusive learning environment aspect. Based on the responses from students which can be seen from the motivational aspects, students are less motivated because they have negative responses or disagree with the statements in the questionnaire related to good motivation.

5. Conclusion

Learning motivation in class XI SMAN 1 Barangka, based on descriptive analysis of students' motivation in English subject, is in not good category with the percentage of every aspects for students respond. Most of students have a negative

respond in every aspect. Then it is concluded that the students motivation is in the low category. Then the factors that influence student learning motivation are influenced by seveeral factors. Based on the finding of the research, it can be concluded that the extrinsic factors that have been affecting students' motivation in learning English at SMAN 1 Barangka such as family environment, facilities in school factor, the teacher factor, and culture factor.

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