

FACTORS CONTRIBUTING TO STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE EIGHTH GRADE OF SMPN 1 WEST SUNGKAI ACADEMIC YEAR 2022/2023

¹Djenta Kesuma Nurisa, ²Rini Susilowati, ³Dewi Sri Kuning
¹djentakesumanurisa@gmail.com, ²rini.ariyanto12@gmail.com, ³dewisrikuning@gmail.com

^{1,2,3}Universitas Muhammadiyah Kotabumi

Abstract: Motivation is the key to learning a second language and one of the most important factors affecting the achievement of language learners. Many studies have exposed that motivation is positively related to success in learning the English language or any other second languages. Learn something maybe can be difficult, if we don't have motivation. Motivation is an important part when you will try to learn something. Having motivation shows that someone already knows the resolution. The purpose of this research is to find out the factors that contributing to students' motivation in learning English and the factors that dominate them. This study uses qualitative research that examines 10 students at eighth grade of SMPN 1 West Sungkai academic year 2022/2023. The instruments used was interview. The result of this study indicated that factors contributing to students' motivation in learning English is intrinsic factors. While, the dominant factors from the intrinsic factors are students' psychological, students' physic, students' ability and ideals and students' aspiration.

Keyword: Motivation, Learning English, Factors Contributing in Learning English.

***Abstrak:** Motivasi adalah kunci untuk mempelajari bahasa kedua dan salah satu faktor terpenting yang mempengaruhi pencapaian pembelajar bahasa. Banyak penelitian telah mengungkap bahwa motivasi berhubungan positif dengan keberhasilan dalam belajar bahasa Inggris atau bahasa kedua lainnya. Mempelajari sesuatu mungkin akan sulit, jika kita tidak memiliki motivasi. Motivasi adalah bagian penting ketika Anda akan mencoba mempelajari sesuatu. Memiliki motivasi menunjukkan bahwa seseorang sudah mengetahui resolusi. Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang berkontribusi terhadap motivasi siswa dalam belajar bahasa Inggris dan faktor-faktor yang mendominasi mereka. Penelitian ini menggunakan penelitian kualitatif yang meneliti 10 siswa kelas VIII SMPN 1 Sungkai Barat tahun ajaran 2022/2023. Instrumen yang digunakan adalah wawancara. Hasil penelitian ini menunjukkan bahwa faktor yang berkontribusi terhadap motivasi belajar bahasa Inggris siswa adalah faktor intrinsik. Sedangkan faktor yang dominan dari faktor intrinsik adalah psikologis siswa, fisik siswa, kemampuan dan cita-cita siswa serta aspirasi siswa.*

Kata Kunci: Motivasi, Pembelajaran Bahasa Inggris, Faktor-Faktor yang Berkontribusi dalam Pembelajaran Bahasa Inggris.

¹Mahasiswa Universitas Muhammadiyah Kotabumi

^{2,3}Dosen Universitas Muhammadiyah Kotabumi

I. INTRODUCTION

Motivation participates in improving the helpfulness of teaching English. The impact of motivation is realized as the key to learning a second language and one of the most important factors affecting the achievement of language learners. It is generally known that the more motivated students, the more effectively they will learn a second / foreign language. Students who choose the subject of English as the main language and study it as a foreign language are concerned about motivational factors that show an important role in learning, increasing skills and using English in everyday life.

The importance of motivation is well-known, in learn foreign languages not all students have high motivation. Inside Indonesian contexts, students still think that English is difficult subject, and they seem uninterested to learn English in the classrooms. During the last 50 years there have been three major stages of motivational research. Dornyei (2009, p.16-17) classifies them as The Social Psychological period (1959 – 1990), where the idea of integrative and instrumental motivation was labeled. The Cognitive-Situated period (during the 1990s), in which self-determination and self-confidence were introduced, and New Approaches

(past decade), that examines the idea of “possible selves.”

In this era, many students take English courses outside the school hours. The students who take English courses, may be more motivated compared to other students where many of them never join any English courses before. Thus, identifying the bases of problems in students' low motivation is important before determining ways to increase students' level of motivation. In relation to the situation where English is learnt as a required subject in a foreign language context, many students are motivated to learn English because of external factor.

As happened in SMPN 1 West Sungkai, the researcher found that some students have low motivation in learning English. During preliminary interview in SMPN 1 West Sungkai, the researcher conducted interview with teacher in April 2022, and researcher found out certain students have low motivation in learning English. Most of the students were not enthusiastic in taking English classes, and the researcher found that the lack of students' motivation in taking English lessons was an external factor, for example the lack of teaching materials and the lack of facilities at school. It can be seen at English class, when the teacher is explaining about English lessons using only printed books as a reference for teaching

they seem unenthusiastic, but if the teacher uses other media to learn for example objects that are around, they seem enthusiastic to follow it. This proves that students' motivation can be built using other media that are not provided at school.

Therefore, it is very important for teachers to know how to educate students' motivation. This research discovers the issue of motivation in learning English in a foreign language context, which can be useful for teachers and students to know why motivation is important in learning foreign languages. So, the researcher conducted the research by the title "Factors Contributing to Students' Motivation in Learning English at Eight Grade of SMPN 1 West Sungkai Academic Year 2022/2023".

II. METHOD

This research used a qualitative research. The qualitative research is descriptive method, it means there no statistical calculation in this research just focus on description. A qualitative research design is concerned with establishing answers to 'what' phenomenon in question. Due to this, qualitative research is often defined as being subjective (not objective), and findings are gathered in a written format as opposed to numerical. Sumarno et

al. (2020, p.36) states that qualitative research is descriptive and tend to use analysis with an inductive approach.

According to Creswell & Poth (2018, p.68) case study as a qualitative approach in which the navigator explores a real-life, contemporary bounded system (a case) or multiple restricted systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observation, interviews, audio-visual material, documents and reports), and reports a case description and case them.

According to Sutopo (2002) research location in a place related to the target or research problem and also a kind of data source that can be used by researcher. This study was undertaken at SMPN 1 West Sungkai in eighth grade. The population of eighth grade was 97 consist of 8A, 8B, and 8C. The participants consist of class 8B there was 25 students and the subject of this research is 10 students.

According to Sugiyono (2013) there are two main elements that have an effect on the quality of result, particularly, the quality of research instruments, and data collection. In line, Miftah (2012, p.109) state that instruments is a tool to help the researcher to collect the data easier and getting results more accurate, complete, and systematic which it is easier to process the data. In this research the researcher uses

interview to find out the information about factors contributing to students' motivation in learning English.

The question of interview will consist of two factors, intrinsic factors and extrinsic factors. Furthermore, the researcher also give opened-ended question. The interview will do finishing the teaching and learning process to get information about the factors contributing to students' motivation in learning English. However, to support interview data, the researcher will take with video recording.

In this research, the researcher will use semi structure interview as with open-ended. Setiyadi (2006, p.244-245) defined that semi structure interview is the interview where the researcher prepares the questions but not the answer, the subject of the research will answer the questions based on their known. Although, the researcher has prepared the questions, it is still has opportunity for the research to ask question spontaneously based on the answer which unpredictable.

III. RESULT AND DISCUSSION

Result

In this research, the researcher used interview to find factors contributing to

students' motivation in learning English. The factor contributing students' motivation in English is divided into two, the first is intrinsic factors and the second is extrinsic factors. Intrinsic factors consist of students' physic, students' psychological, students' ability and ideals and students' aspiration. Extrinsic factors consist of the dynamic element, the teachers effort and students' environment conditions (physic and social). The data finding were relate to the formulation of the problem by the question "What are the factors that contribute to students' motivation in learning English at the eighth grade of SMPN 1 West Sungkai academic year 2022/2023?".

After having interviewed all of students, the factor contributing students' motivation in learning English is intrinsic factor and extrinsic factors. There were in the intrinsic factor are, students' physic, students' psychological, students ability, ideals and students' aspiration. Extrinsic factors consist of the dynamic elements, the teachers effort and students' environment conditions (physic and social). The table result of dominant factors was presented by in the table below:

TABLE 1
THE DOMINANT FACTORS CONTRIBUTING TO STUDENTS' MOTIVATION IN LEARNING ENGLISH

No.	Type of Factors	Kind of Factors	Students' Initial										Total	
			A L	K A N	S M M	A S	I M	M A	A D W	A R D	A F P	F A J		
1.	Intrinsic Factors	Students' Physic	-	✓	-	✓	✓	-	✓	✓	✓	✓	7	
		Students' Psychological	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	
		Students' Ability	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	
		Ideals and Students' aspiration	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	
2.	Extrinsic Factors	The Dynamic	-	✓	✓	-	-	-	-	-	✓	✓	4	
		Elements	-	-	-	-	✓	-	✓	-	-	-	2	
		The Teachers Effort	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
		Students' Environm	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
		ents conditions (physic and social)	-	-	-	✓	✓	✓	✓	✓	✓	✓	✓	7

Based on the table above, it can be seen that the dominant factors contributing to students' motivation in learning English is from intrinsic factors. The first is there

were 7 of 10 students are agree that feeling tired condition during learning English is affect their motivation. The second is 10 students are agree that feeling comfortable

during in learning English is affect to their motivation. The third is 10 students are agree that having goal can increase their motivation in learning English and the fourth is 10 students are agree that learning English to get good score.

Based on the interview result at the table, the researcher concludes that the dominant factor that contributing students' motivation in learning English is Intrinsic factors. All of students feeling motivation in learning English because of intrinsic factor. Seen from the total of students feeling motivation of intrinsic factor. The majority of students can motivation themselves by intrinsic factor.

Discussion

The purpose of this research is to find out the factors contributing students' motivation in learning English at eighth grade of SMPN 1 West Sungkai academic year 2022/2023. From all 10 students, showed their have motivation in English because of intrinsic factor.

The first question answered in the research results were divided into two variables. The first variable is intrinsic factor consist of students' physic, students' psychological, students' ability, ideals and students' aspiration. The second is extrinsic factor consist of the dynamic elements (class facility and class atmosphere), the

teachers effort, students' environment conditions (physic and social).

In the intrinsic factor, the first is students' physic. Based on interview result, 7 of 10 students stated they can focus during in learning English process when feeling tired condition. The second is students' psychological, 10 students feel comfortable during in learning English. The third is students' ability, 10 students are having a goal in learning English. The fourth is ideals and students' aspiration, 10 students are agreed about learning English to get good score.

While, in the extrinsic factors, the first is the dynamic elements consist of class facility and class atmosphere. In class facility 6 of 10 students said that not affected by class facilities factor contributing their motivation. In class atmosphere 8 of 10 students are not affected by class atmosphere during in learning English process. The second is the teachers effort, 10 students are agreed that when teacher using interesting material can make them motivated during in learning English process. The third is students' environment conditions (physic and social). In this social, 7 of 10 students agreed that their friend support them, and in physic 10 students are agreed feeling comfortable affected their motivation in learning process.

Based on this research, that was true that factors contributing to students' students' motivation in learning English was from intrinsic factors and extrinsic factors. Based on the theory of Siregar and Nara (2010, p.53) stated there are some factors contributing to students' motivation in learning English is intrinsic factors and extrinsic factors. Intrinsic factors consist of students' physic, students' psychological, students' ability and ideals and students' aspiration. Extrinsic factors consist of the dynamic elements, the teacher effort and students' environment conditions (physic and social). The researcher findings after having several interview with the students, that dominant factors contributing to students motivation is intrinsic factors.

IV. CONCLUSION

Based on research finding from the interview to the 10 students from eight grade at SMPN 1 West Sungkai academic year 2022/2023 consist of intrinsic factors and extrinsic factors. Researcher concluded that:

1. The first is factor contributing students' motivation in learning English consist of two factors. The first is intrinsic factors consist of students' physic which caused by feeling tired or not when joining the

learning process, students' psychological which caused by feeling stress or happy when joining the learning process, students' ability which caused by students' motivation should be supported by their ability and ideal and students' aspiration which caused by students' have an ideal to get good score. The second is extrinsic factors consist of the dynamic element which caused by class facility and class atmosphere, the teachers effort which caused by teacher using interesting teaching material and students' environment conditions (physic and social) which caused by having supporting friends (social) and comfortable or uncomfortable environment (physic).

2. The second is the dominant factor contributing to students' motivation in learning English is The first is intrinsic factors consist of students' physic which caused by feeling tired or not when joining the learning process, students' psychological which caused by feeling stress or happy when joining the learning process, students' ability which caused by students' motivation should be supported by their ability

and ideal and students' aspiration which caused by students' have an ideal to get good score.

increase your ability, increase your confidence, having supporting friends in learning English, because students will naturally be enthusiastic about achieving good results at school.

Suggestion

Based on the research finding, there are two suggestions. The suggestions are for the students and the teachers.

1. For the students, motivation that comes from oneself will be better, examples: always remember what your goal in learning English, practice speaking in English,

2. For the teacher, teacher must be more creative when using material in leaning process, because most of students want interesting material in learning English process. It can be increased students' motivation in learning English.

REFERENCES

- A.M, Sardiman. (2006). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Rajawali Pers.
- Bradford, A. (2007). Motivational orientations in under-researched FLL contexts. *RELC Journal*, 38, 302–323
- Cresswell, John, W., & Poth, Cheryl N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. US: SAGE Publications, inc
- Djaali. *Pikologi Pendidikan*. Bumi Aksara; Jakarta. 2009. P.109-110
- Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press. Dörnyei, Z. (2001). *Teaching and Researching Motivation*. Harlow: Pearson Education.
- Dornyei, Z. (2003). Attitudes, Orientations, and Motivation in language learning: Advances in Theory, Research, and Applications. in Dörnyei, Z. (Ed.). *Attitudes, Orientations, and Motivation in language learning*. (pp, 3-32). Malden: Blackwell Publishing
- Dornyei, Z. (2005) *The Psychology of the Language Learner Individual Differences in Second Language Acquisition*. Retrieved on January 6th, 2019 from:

<http://cstn.files.wordpress.com/2009/11/the-psychology-ofthe-language-learner-3haxap.pdf>

- Dornyei, Z., & Csizer, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research* 2(3), 203–229
- Dornyei, Z. (2009). The L2 Motivational Self System. In Z. Dornyei & E. Ushioda (Eds.), *Motivation, language Identity and the L2 self* (pp. 9–42). Bristol, UK: Multilingual Matters.
- Miftah, M. (2012) *Model dan Format Instrumen Preview Program Multimedia Pembelajaran Interaktif*. Semarang: Pustekom Kemendikbud.
- Putri, A. E., Sumarno, S., & Hardiyanto, A. (2021). Motivation in Learning English Employed By the Low-Medium-High Ability Students of the First-Year English Education Study Program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020. *Griya Cendikia*, 6(2), 155-168. <https://juma.umko.ac.id/index.php/griya-cendikia/article/view/93/19>
- Sugiyono, Prof. Dr. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: ALFABETA. Pp. 224-252