

**A STUDY ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THIRD
GRADE: A CASE STUDY IN SMP KRISTEN ALETHEIA AMPENAN IN THE
ACADEMIC YEAR OF 2017/2018**



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A Study On Students' Motivation In Learning English at Third Grade: A Case Study in SMP
Kristen Aletheia Ampenan in Academic Year 2018/2019

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Abstract

Motivation is an influential factor in the learning process. Learning success depends on high or low motivation of students. It can encourage learners to achieve the learning objectives. Therefore, motivation is the key to success in the learning process. Without motivation, learning objectives are difficult to achieve. Motivated students will be enthusiastic in the learning process so that they will be encouraged to learn English well. This study was aimed to identify (1) the types of students' motivation and in learning English (2) the level of students' motivation in learning English. This study is a case study which was conducted at SMP Kristen Aletheia Ampenan. The subject of this study is the Third grade students of SMP Kristen Aletheia Ampenan in academic year 2017/2018. This study took IX A which consists of 10 students as participants. This study was based on descriptive qualitative research. In collecting the data there are two kinds of instruments were used by the researcher; those are questionnaire which was adopted from Gardner's *Attitude and Motivation Test Battery (AMTB)* cited in Jefiza (2011) and interview. This study shows that the importance of motivation in various types can influence student learning in their educational process. Motivation is an impulse that arises from within the student (intrinsic) and from outside the student (extrinsic) to do / achieve something. Intrinsic motivation includes the desire to success, the need to learn, and the hope for students' aspirations. While extrinsic motivation which includes awards, a conducive learning environment, interesting learning activities, and the teacher's efforts in teaching learning process. The results of this study are all IX A have good intrinsic and extrinsic motivation with a percentage of 55.9% and 44.1%, and has a relatively high motivation level with a percentage of 62.5%.

Keywords: Motivation, Learning, Intrinsic & Extrinsic Motivation, Level Motivation.

Studi Tentang Motivasi Siswa Dalam Pembelajaran Bahasa Inggris di Kelas Tiga: Studi
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Abstrak

Motivasi merupakan faktor yang berpengaruh dalam proses pembelajaran. Keberhasilan belajar tergantung pada motivasi siswa yang tinggi atau rendah. Dapat mendorong peserta didik untuk mencapai tujuan pembelajaran. Karena itu, motivasi adalah kunci sukses dalam proses belajar. Tanpa motivasi, tujuan pembelajaran sulit dicapai. Siswa yang termotivasi akan antusias dalam proses pembelajaran sehingga mereka akan didorong untuk belajar bahasa Inggris dengan baik. Penelitian ini bertujuan untuk mengidentifikasi (1) jenis motivasi siswa dan dalam belajar bahasa Inggris (2) tingkat motivasi siswa dalam belajar bahasa Inggris. Penelitian ini merupakan studi kasus yang dilakukan di SMP Kristen Aletheia Ampenan. Subyek penelitian ini adalah siswa kelas III SMP Kristen Aletheia Ampenan pada tahun akademik 2017/2018. Penelitian ini mengambil IX A yang terdiri dari 10 siswa sebagai peserta. Penelitian ini didasarkan pada penelitian kualitatif deskriptif. Dalam mengumpulkan data ada dua macam instrumen yang digunakan oleh peneliti; yaitu kuesioner yang diadopsi dari Sikap dan Motivasi Uji Baterai Gardner (AMTB) yang dikutip dalam Jefiza (2011) dan wawancara. Studi ini menunjukkan bahwa pentingnya motivasi dalam berbagai jenis dapat mempengaruhi proses belajar siswa dalam proses pendidikan mereka. Motivasi adalah dorongan yang muncul dari dalam diri siswa (intrinsik) dan dari luar siswa (ekstrinsik) untuk melakukan / mencapai sesuatu. Motivasi intrinsik meliputi keinginan untuk sukses, kebutuhan untuk belajar, dan harapan untuk aspirasi siswa. Sedangkan motivasi ekstrinsik yang meliputi penghargaan, lingkungan belajar yang kondusif, kegiatan belajar yang menarik, dan upaya guru dalam mengajar siswa. Hasil dari penelitian ini adalah semua IX A memiliki motivasi intrinsik dan ekstrinsik yang baik dengan persentase 55,9% dan 44,1%, dan memiliki tingkat motivasi yang relatif tinggi dengan persentase 62,5%.

Kata Kunci: Motivasi, Pembelajaran, Motivasi Intrinsik & Ekstrinsik, Motivasi Tingkat.

Introduction

Learning is a process to achieve various competencies such as an increase in skills, knowledge, attitudes, habits, understanding, power of thought, and other capabilities. In the whole process of education, learning is the most basic activities. This means that the success or failure depends on the achievement of educational goals of the student learning process as students.

According to Kingsley and Garry (1957), learning is the process by which behaviour (in the broader sense) is originated or changed through practice or training. It means learning brings about changes in the behaviour of an individual. All living thing do learning. The changes brought about through experience and training by learning would be stable and lasting. it prepares the individual for adapting with existing environment. Learning involves new ways of doing things without limit to adopt the ways and means to achieve the goal.

Lamb (2004) concludes that their orientations to learn the FL were mainly integrative. Some students revealed the need to learn English for doing well at the subject at school, getting a good job, communicating well, or managing to study abroad in the future. However, this study found it difficult to distinguish their motives because it was not expected that so many of them would show an identity aspiration in describing what it meant to become an English-speaker – joining the global community. Each student has different difficulties and problems when learning English in pronunciation, grammar and vocabulary usage. This gives the effect of students' motivation to learn English in their learning achievement. So the student or teacher should have an idea to build a student's motivation to learn English, because the motivation is one of the important factors for success in learning English.

Schunk (2008:236) classifies motivation into two parts: extrinsic motivation and intrinsic motivation. Santrock (2011), extrinsic motivation is to do something to get something else; it is a way to achieve certain goal. In other words, it is a means to get something. Motivation is caused by external incentives such as reward and punishment. The students who have intrinsic motivation will study hard and enjoy the teaching and learning process because they have desire to do everything from inside themselves. They do activities because they have own desire and reward from themselves and do not depend on the external rewards. Harmer (2007), states that intrinsic motivation takes a vital role in the result of students' language learning. Many students bring extrinsic motivation to the classroom. They may perceive no interest about language learning in the classroom. Therefore, it becomes teacher' role to create intrinsic motivation in the classroom in order to maintain students' learning.

We know that motivation is an important element (along with language skills) to gain

success in learning a new language in the classroom. By knowing more about student motivation, teachers know their students' interest in learning English. Also, they can improve their teaching, because in learning English each student has a variety of motivations. Therefore, this study intends to explore students' motivation in learning English based on feelings and score achievements of student.

Review of Related Literature

According to Contemporary Dictionary as described by Brown (2000:7), "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction". It may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, and causing to know or understand. A more specialized definition might read as follows: "Learning, is relatively permanent change in behavioral tendency and is the result of reinforced practice" (Kimble and Garnezy 1963:133). Based on Brown (1987), there are many concepts of learning:

- a) Learning is acquisition or "getting".
- b) Learning is retention of information or skill.
- c) Retention implies storage systems, memory, and cognitive organization.
- d) Learning involves activity, conscious focus on and acting upon events outside or inside the organism.
- e) Learning is relatively permanent but subject to forgetting.
- f) Learning involves some form of practice, perhaps reinforced practice.
- g) Learning is a changes behavior.

The concepts above can provide a psychological effect on a person such as: absorption, short- and long-term memory systems, motivation, innovation, skills, learning style and learning strategies. This concept also helps a person in the process of learning in daily activities.

There are many different theories about how people learn. What follows is a variety of them, and it is useful for students and teachers in the educational process. This is certainly a very interesting to discuss because it leads us to think how individuals apply their learning.

Burns (1995:99) states that, "conceives of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions". It is clear that Burns includes motivation in this definition of learning. Burns considers that learning might not manifest itself in observable behavior until sometime after the educational program has taken place.

The other different broad perspectives are now discussed below and this is believed to

give a more complete analysis of learning theories.

- a) Sensory stimulation theory.
- b) Reinforcement theory
- c) Cognitive-Gestalt approaches
- d) Holistic learning theory
- e) Facilitation theory

The learning theories above can be applied in educational contexts. Teaching and learning activities can be designed and implemented to take principles of learning towards better. Also, it is interesting to think about individual differences among learners and to work towards including activities that have variety and interest for all the learners in educational programs.

The educational psychologist, Gagné (in Djamarah. 1999) demonstrated the classification of different types of learning in terms of the degree of complexity of the mental processes involved; he identifies eight basic types as follows:

- a) Signal learning
- b) Stimulus - response learning
- c) Chaining
- d) Verbal association
- e) Multiple discrimination
- f) Concept learning
- g) Principle learning
- h) Problem solving

From the concept of learning Gagne above, the learning types 1, 2, and 6 accommodated in attitude, through affective, and cognitive aspects. Type 3 is accommodated in motor skills, through the formation of a series of movements. Type 4 is accommodated in verbal information, through the provision of verbal basic and the formation of verbal sequences. Types 5 and 6 are accommodated in intellectual proficiency through concepts, rules, and principles. The last, types 7 and 8 are accommodated in cognitive activity settings.

Motivation is a complex statement in individual's self that directs to certain behavior or stimulus to a certain goal (Purwanto, 2011). According to Bootzin, 1991 (cited in Shergill, 2010) motivation is a process that taken together energizes, maintains, and directs behavior toward a goal. It means motivational states are energizing, maintaining, and directing. They activate behavior and guide you to satisfy a goal or specific need in learning process.

“Motivation is something that can, self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of learner” (Brown, 1987:170).

There are so many theories that discuss about motivation. And almost most of the theories discuss the relationship of motivation with human needs. With the purpose of meet the needs. Well, here are some motivational theories that support this research.

a. Brown’s Theory

Brown (2007), states that Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation also typically examined in terms of the intrinsic and extrinsic motives of the learner.

There are three different perspectives emerge based on Brown (2007:168):

- 1) From a behavioral perspective.
- 2) In cognitive terms. Motivation placed much more emphasis on the individual’s decisions. For example, Ausbel (1968) in Brown (2007) identifies six needs undergirding the construct of motivation:
 - a) The need for exploration
 - b) The need for manipulation
 - c) The need for activity
 - d) The need for stimulation.
- 3) The need for ego enhancement

b. Maslow’s Theory

Maslow (1943:370), one of the founding father of humanist approaches to management, wrote an influential paper that out of five fundamental human needs and their hierarchical nature. Maslow’s humanistic need theory of motivation suggests that people are motivated to achieve goals because of the tension created by unfulfilled needs. If people have psychological, safety, love and esteem needs, if these needs are met, then people become motivated to satisfy their needs for knowledge, understanding, esthetics and self actualization. The five needs are:

- 1) Psychological needs
- 2) Safety needs
- 3) Belonging needs
- 4) Esteem needs are for a higher position within a group.
- 5) Self actualization needs

In Self-Determination Theory, Deci & Ryan (1985) distinguish between different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable, and *extrinsic motivation*, which refers to doing something because it leads to a separable outcome.

a. Intrinsic motivation

Gage and Berliner (1984:374) state intrinsic motivation can be found such as in students' interest, need, and goal in learning.

- 1) Interest
- 2) Need
- 3) Goal

b. Extrinsic motivation

Gage and Berliner (1984), this motivation comes from teacher, parents, and environment.

- 1) Teacher
- 2) Parents
- 3) Environment

According to Harmer (2002), motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. He classified in some sources that affect the students' motivation as follows:

- a) The society we live in.
- b) Significant others.
- c) The teacher
- d) The method

The research questions are formulated as follow:

1. What are the types of students' motivation in learning English at SMP Kristen Aletheia Ampenan?
2. What is the level of students' motivation in learning English at SMP Kristen Aletheia Ampenan?

Method

This study was based on descriptive qualitative research. Descriptive qualitative method was chosen because this study aims to know the types of students' motivation and level of students' motivation in learning English. In this case study, the data gathered techniques were questionnaire and interview. A case study was conducted to develop an informal relationship with those they are observing, generally in more natural environments to describe the phenomenon, particularly what is the students' motivation in English language learning (Siregar, 2016). The research was conducted at SMP Kristen Aletheia Ampenan in March 20th 2018. This study focused on 10 students of third grade in academic year 2017/2018 and 1 English teacher who teaches third grade as the respondents involves in this research.

Questionnaires and interviews are used as data collection to analyze the types of students' motivation and level of students' motivation. In the questionnaire there are two categories from twenty questions that are intrinsic and extrinsic motivation which was adopted from Gardner's *Attitude and Motivation Test Battery (AMTB)* cited in Jefiza (2011).

. The data were collected through questionnaire and interview. the score calculated from the questionnaire to know how many of students that have intrinsic and extrinsic.

The percentage of intrinsic and extrinsic motivation determine by the following formula:

$$P = \frac{f}{N} \times 100 \%$$

Where: P = percentage of intrinsic/extrinsic motivation

F = frequency of intrinsic/extrinsic motivation

N = total of participants from questionnaire

The score calculated from the questionnaire to know percentage level of students' motivation by the following formula:

$$\text{Level of students' motivation} = \frac{\text{Total of overall score}}{\text{Total of students}} \times 100 \%$$

Level of motivation	Rating scale
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High motivation	51-100
Low motivation	0-50

Finding and Discussion

The questionnaires were distributed to know the types of students' motivation in learning English at SMP Kristen Aletheia Ampenan. This questionnaire consisted of two parts: intrinsic motivation and extrinsic motivation. We can see the result of the students' respond the descriptions results of questionnaires below.

Intrinsic motivation

It showed that there were 2 students strongly agreed and 8 agreed with *very happy to take English lesson*. Besides, there were 6 students agreed to *practice English conversation in the class* and 4 students strongly disagreed. It was also found that there were 3 students who strongly agreed and 4 students agreed to *enjoy the activities of English lesson much more than those of my other lessons*, only 3 students strongly disagreed. There were 3 students Strongly Agreed and 7 students Agreed *want to get the best score every English test all the time*.

With this data, most students have internal motivation that supports their English learning, only one or two students lack of internal motivation.

The percentage of the students' intrinsic motivation from the questionnaire number 1-10 into the formula as follows:

$$\begin{aligned} \text{Percentage of intrinsic motivation} &= \frac{244}{10} \times 100 \% \\ &= 55.9 \% \end{aligned}$$

Extrinsic motivation

It indicated that 1 students strongly agreed and 9 agreed that *My English teacher often rewards (scores, praise, or rewards) when teaching English*. From this statement *I did my English homework for fear of being punished*. There were 2 students strongly agreed and 4 agreed, they *feel that doing English assignment for fear of punished*, 1 student disagreed and 3 strongly disagreed. Some of them doing English assignment not for fear of punished but for wants and passions in learning English. There were 4 students

strongly and 6 agreed that *My English teacher has a dynamic and interesting teaching style*, this means that the teacher's capacity to be one of supporting students' interest in learning English. There were 5 students strongly agreed and agreed that *in the school area, I am participated in English groups*. Their participation in the English group can help their mastery of English language. Some students 5 strongly agree and 5 agree with this statement. From this statement *English is one of my favorite course*, 1 students strongly agreed and 8 students agreed, this shows that they like English lessons in their learning activities at school. Only 1 student disagreed.

The percentage of the students' intrinsic motivation from the questionnaire number 11-20 into the formula as follows:

$$\begin{aligned} \text{Percentage of extrinsic motivation} &= \frac{298}{10} \times 100 \% \\ &= 44.1 \% \end{aligned}$$

From the calculation showed that intrinsic motivation has score 55,9% and extrinsic motivation has score 44,1%. Furthermore, from the calculation the types of motivation, It was express that students have good intrinsic motivation than extrinsic motivation.

The interview was used only to clarify if the data from the questionnaire were valid and reliable. After being checked, the result of interviewing from English teacher as participant showed supported result of the questionnaire. The results concluded below.

From the results of the interview, students' motivation is found to be classified into extrinsic motivation and intrinsic motivation. Most students motivated to learn English. the desire to learn English shows their intrinsic motivation. The teacher explains that students learn English because of their interests and preferences for English. Some of the answers from the teacher said...."sejak kelas 8, anak- anak mengikuti English club. Mereka berpartisipasi di English club untuk meningkatkan pemahaman bahasa inggris mereka",....beberapa anak percaya diri menggunakan bahasa inggris dilingkungan sekolah ketika jam istirahat/ jam bahasa inggris dikelas".

Motivation levels are determined by the total score of the optional answered by participants. The percentage level of students' motivation by the following formula:

$$\begin{aligned} \text{Level of students' motivation} &= \frac{202}{10} \times 100 \% \\ &= 62.5 \% \end{aligned}$$

From the calculation showed that level of students' motivation is 62.5 %. So the students have high motivation in learning English.

Discussion

The findings were interpreted based on the types and levels of motivation outlined in See Chapter 3, meaning the calculated percentage, the more motivated students are in any motivational type, and in order to determine the indicator of types the students' motivation from the questioned items based on the theory applied in this study.

Based on the brief description of the findings, most students answered strongly agreed and agreed on the questions from the questionnaire. It provides information that most students have a good intrinsic motivation in learning English. Children who have well developed intrinsic motivation are more likely than others to demonstrate strong conceptual learning, improved memory, and high overall achievement in school (Gottfried, 1990). Students are motivated by interest in the learning process or desire to make them feel better. This shows that most students in SMP Kristen Aletheia Ampenan motivated by the interest in learning themselves or by their internal wants. They learn English to give them experience, pleasure, pride and development of English language skills.

Students have intrinsic motivation want to learn English because they want to improve their English skills, they want to be more confident in communicating with native speakers, they will be free to participate in every activities that use English, they learn English because of something they always want to do and make them happy to learn. From these reasons students will try to achieve their reasons and goals in learning English. Then, from the calculation of students 'intrinsic motivation, this study found a percentage of 55.9% for students' intrinsic motivation. It was clear that students in SMP Kristen Aletheia Ampenan have more intrinsic motivation than extrinsic motivation.

From the explanation of the data, that there are external factor that motivate the students in learning English. Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. It is shows that some of students in SMP Kristen Aletheia Ampenan were motivated by external factors.

This concludes there are several factors that influence the students' extrinsic motivation. Firstly, students in SMP Kristen Aletheia Ampenan motivated to learn English because of their goals such as they want to get a good score in exam, they want to get a reward from the teacher, their teacher has a dynamic and interesting teaching style, can participate in English groups, and also support from their parents. Secondly, the students have external sources such as the society that the students live in. They will feel confident showing their English skills.

From the calculation of the students' extrinsic motivation, this study finds the percentage that 44.1% for students' extrinsic motivation. .

Regarding the second research question, data from questionnaire and teach. Overall, the result of percentage show that students have a relatively high level of motivation with the percentage 62.5% , while a large number of them report having an internal interest in learning English. Some students are consistent in their motivation which shows a positive relationship between internal motivation and learning achievement.

Conclusion

From the result of the questionnaires and interview this study found that students' intrinsic motivation is 55.9%. This score give the information that the students in SMP Kristen Aletheia Ampenan have good intrinsic motivation. The students motivated by the interest of the learning process itself or by their internal desire. They want to learn English because it gives them pleasure and develops a particular skill. The percentage of students' extrinsic motivation is 44.1%. It was show that some students of SMP Kristen Aletheia Ampenan are more motivated by their external factors. They motivated to learn English because of their goals; such as they want to get a good score in final exam, they want to get a reward from the teacher, their teacher has a dynamic and interesting teaching style, can participate in English groups, support from their parents, and they want to get a good job.

From the calculated the result from the questionnaire to percentage show that students have a relatively high level of motivation with the percentage 62.5% , while a large number of them report having an internal interest in learning English. Some students are consistent in their motivation which shows a positive relationship between internal motivation and learning achievement.

The findings show that most of third grade students in SMP Kristen Aletheia Ampenan have high level of motivation in learning English. Considering that the third grade is the last class of compulsory education in the education system in Mataram, this finding raises confidence in the readiness of graduates of basic education in using English in real life for international communication, career, or academic purpose.

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