



AN ANALYSIS OF FACTORS INFLUENCING STUDENTS LOW MOTIVATION IN LEARNING ENGLISH: A CASE STUDY AT 8th GRADE STUDENTS OF SMP NEGERI 21 MATARAM IN ACADEMIC YEAR 2022/2023

Aton Apriyanti^{1*}, Santi Farmasari², Muh.Isnaeni³

^{1 2 3} English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

*Corresponding Author: atunapriyanti2504@gmail.com

Abstract: Motivation in learning is the process that provides drive, direction, and persistence in behavior during learning activities. This study aims to investigate and interview that influence low motivation among eighth-grade students at SMPN 21 Mataram in the Academic Year 2022/2023. This research is a descriptive study that utilizes a qualitative method as it aligns with the research objectives. The data sources for this study involve two classes, specifically the eighth-grade classes, with 48 students in each class. The research sample consists of 20 students. Data were collected using questionnaires and semi structured interviews. The questionnaire was divided into two parts and comprised a total of 10 items. The results of the questionnaire indicate that students are predominantly influenced by intrinsic motivation. On the other hand, the factor that leads to low motivation for students to learn English is a lack of self-confidence within themselves.

Key words: Motivation, influencing, Intrinsic and Extrinsic Motivation.

INTRODUCTION

Motivation in learning is the process that provides drive, direction, and persistence in behavior during learning activities. This study aims to investigate and interview that influence low motivation among eighth-grade students at SMPN 21 Mataram in the Academic Year 2022/2023. This research is a descriptive study that utilizes a qualitative method as it aligns with the research objectives. The data sources for this study involve two classes, specifically the eighth-grade classes, with 48 students in each class. The research sample consists of 20 students. Data were collected using questionnaires and semi structured interviews. The questionnaire was divided into two parts and comprised a total of 10 items. The results of the questionnaire indicate that students are predominantly influenced by intrinsic motivation. On the other hand, the factor that leads to low motivation for students to learn English is a lack of self-confidence within themselves.

Motivation is necessary in the learning process to encourage students to engage in learning activities. Sardiman (2016) categorizes learning motivation as a non-intellectual psychological factor. Its typical role is related to fostering passion, pleasure, and enthusiasm for learning. Strong motivation enhances students' energy levels for learning activities. Uno (2014) defines learning motivation as both internal and external encouragement that originates from students themselves in order to change their behavior.

Internal and external factors can influence a student's learning motivation. According to Yusuf (in Rahmawati, 2016), learning motivation arises from both internal and external factors that influence an individual's desire to learn. Hamalik (2017) explains that intrinsic and extrinsic motivation is influenced by several factors, including students' self-awareness, the teacher's attitude, peer influence, and the classroom atmosphere.

Santoso's research in (2018) revealed that some students at SMP Negeri 21 Mataram lacked motivation to learn. They show resistance to following their teacher's instructions to complete schoolwork or homework. Additionally, there is a lack of interest or self-encouragement to learn English among the students. Many students are still hesitant to ask questions, even though the teacher encourages them to do so when they don't understand. Motivation is a significant factor influencing these behaviors.

RESEARCH METHODS

This research follows a qualitative approach. Considering the characteristics of qualitative research, this study utilizes a descriptive method as it aligns with the study's purpose. The research problem is explored through data collection methods such as questionnaires and interviews. According to Arikunto (2019), descriptive research aims to investigate and describe circumstances, conditions, or other relevant aspects, with the findings presented in a research report. The qualitative method is employed to identify and analyze factors that influence students' low motivation in the classroom, both external and internal, in a descriptive manner.

FINDING AND DISCUSSION

This part presents the findings of the study to answer the research questions concerning about influencing low motivation.

Finding

1. The types of Students Motivation

The main factor experienced by most students is their low motivation stemming from feelings and internal factors, which results in their diminished interest in learning English. Many students lack self-confidence and perceive themselves as not diligent or intelligent, leading to their passivity during English lessons. Furthermore, parental encouragement alone

cannot facilitate students' self-improvement and achievement without a clear sense of their goals. In such circumstances, both intrinsic and extrinsic motivation can play crucial roles in the learning environment. Some experts argue that extrinsic motivation helps students feel more competent in the classroom, and when coupled with intrinsic factors, it can enhance students' internal motivation. The student questionnaire was designed to assess the teacher's statements about student motivation. The teacher reported that many students find learning English challenging and lack intrinsic motivation, which consequently hampers their overall motivation. Consequently, the students at SMPN 21 Mataram face difficulties in learning English, primarily due to the low extrinsic motivation they receive from their environment.

A. Intrinsic Motivation

1. Interest in English Language
2. Previous Language Learning Experiences
3. Beliefs and Attitude

B. Extrinsic Factors

1. Family environment
2. Community Social Environment
3. Teacher Teaching Method
4. School Environment (Friendship)
5. Instructional Media

2. The factors that affect the low motivation

The weakness of students' motivation stemming from their feelings and internal factors is a significant challenge faced by many students, resulting in a decreased interest in learning English. Students lack confidence and perceive themselves as less diligent and intelligent, leading to their passiveness during English classes. Parental encouragement alone cannot help students achieve high levels of accomplishment if they are unsure about their own aspirations. In such circumstances, both intrinsic and extrinsic motivation can play vital roles in the learning environment. Experts argue that extrinsic motivation can enhance students' sense of competence in the classroom, while increasing intrinsic factors can foster their internal motivation. According to the students' questionnaire, which aligns with the teacher's observations on students' motivation, the teacher notes that many students find learning English challenging and lack intrinsic motivation to learn the language. Consequently, they exhibit diminished motivation in English studies due to a lack of personal intrinsic motivation to enhance their English learning in the classroom.

Discussion

This study aims to identify and describe the factors that influence the low motivation to learn English in class VIII students of SMP Negeri 21 Mataram. This study also aims to determine the types of intrinsic and extrinsic motivation that dominantly affect the motivation to learn English in grade 8 students of SMP Negeri 21 Mataram in the 2022/2023 academic year. This research was conducted from 20 February 2023 to 28 February 2023. Based on the results of the research that has been presented, there are intrinsic and extrinsic factors that affect the low motivation to learn English for class VIII students of SMP Negeri 21 Mataram.

1. Intrinsic Factor

Intrinsic factors are factors that grow within individual students. Students who are intrinsically motivated engage in learning activities because of the activity itself, not because of anything else. Based on the results of the interviews, it was found that the intrinsic factors that influence the motivation to learn English for class VIII students of SMPN 21 Mataram are as follows.

a. Interest in English Language

Interest is a tendency of the soul that remains towards something that is valuable to him. Interest serves as a powerful driving force. When students are interested in something, they will always look for ways to master it. Interest can affect the form of the intensity of students' ideals. The results of the interviews show that there are students who have an interest in learning to be able to speak English and are confident, but students are sometimes lazy to learn English. In addition, the results of the interviews also showed that students had an interest in learning English because students wanted to become English teachers. Some students also stated that they had little interest in learning English, even though they were afraid of getting low scores during the learning process.

Students' interest in learning English greatly influences student learning motivation. Pratiwi & Bernard (2021) stated that "Interest in learning is students' interest in learning material that they like and master". Based on the results of the observations that have been made, the researchers found that some students did not like English lessons, because students considered English subjects to be difficult and boring so that students were not interested in participating in English lessons and did not have good readiness to learn. The results of this study are in accordance with research conducted Valentina, et al (2022) which states that the factor that influences students' motivation to learn English is interest, where this interest in learning can be seen from indicators such as attention and interest.

b. Previous Language Learning Experiences

Knowledge of English is an ability possessed by students in learning English. For students, knowledge of English is necessary in order to be able to learn knowledge from all over the world and provide great opportunities to be able to compete internationally. The results of the interviews showed that students'

motivation to learn English was lacking because their knowledge of English was small. Students have difficulty understanding the vocabulary explained by the teacher. In addition, students also do not understand how to pronounce English correctly.

The results of research conducted by Dimiyati & Mudjiono (2009) states that there are elements or factors that influence student learning motivation, one of these things is the student's ability to learn content. Research conducted by Hikmah (2018) also find that students' prior knowledge influences student learning motivation. Students who have good knowledge of a subject have good learning motivation, and conversely students who have low knowledge of a subject have low learning motivation.

c. Beliefs and Attitude

Attitude is something that is learned, and attitudes determine how individuals react to situations and determine what is sought in life. Attitude arises from within a person who can give confidence to act on something from his point of view. The results of interviews with students show that in learning English students experience a lack of self-confidence. The attitude of self-confidence that students have in learning English is very low.

Students who have a confident attitude are students who are active in trying, appear persistent and do not want to give up, actively read books to increase their confidence in learning English, on the other hand students whose self-confidence is weak will study with feelings of laziness and lack of enthusiasm. , so that the learning objectives achieved are less than optimal. The results of research conducted by Yuliana & Widyan (2019) shows that there is a positive impact between positive self-efficacy and can play an important role in increasing motivation to learn English.

2. Extrinsic factor

In addition to intrinsic factors, extrinsic factors also affect students' motivation to learn English. Extrinsic factors are factors that influence student motivation that come from external factors of students. Based on the results of the interviews, it was found that the extrinsic factors that influence the motivation to learn English for class VIII students of SMPN 21 Mataram are as follows.

a. Family environment

The family environment is the main thing in the educational environment that has an influence on student education. In the family environment students have received education since childhood such as religious education, moral values and skills. The existence of parental attention, guidance and supervision of children can build motivation to learn. A conducive, harmonious family atmosphere and adequate facilities will be able to influence student learning motivation. The results of the interviews indicated that some students received support from their parents, while some did not receive support from their parents.

A family environment that supports the process of children's learning activities will provide enthusiasm so that it can influence directly or indirectly on their learning motivation. Children who receive more attention from their parents in the process of their learning activities will be more motivated to be more active in improving their learning. Likewise, a calm and peaceful home atmosphere will be a good place to study for children.

The results that have been carried out are in accordance with the results of research conducted by Muhasiye, et al (2017) who concluded that the family environment has an influence on student learning motivation. This can be seen from the t count of 4.506 indicating that there is an influence of the independent variable (X) on the dependent variable (Y). When compared with t table at a significance level of 5% of 2.030 then $t \text{ count} > t \text{ table}$ ($4.506 > 2.030$) then H_a is accepted. Research conducted by Rahayu & Trisnawati (2021) also shows that Family environment has an influence on student learning motivation.

b. Community social environment

The social environment of society is all people or other humans who can influence other humans. The influence of the social environment is received directly and indirectly. Direct influence, such as in daily interactions with other people, family, friends, schoolmates, work colleagues, and so on. Indirect influence, namely: through radio, TV, magazines, newspapers, books and so on. The results of the interviews show that the living environment can make students enthusiastic about learning English. The environment where you live also understands English quite well. The environment where students live can increase learning motivation. Some students also stated that their social environment did not affect students' learning motivation. Their social environment did not have a positive impact on increasing their motivation to learn English. This is because the social environment is not good and no one understands English.

A conducive social environment will affect student success, because an environment that supports student learning activities makes students comfortable in carrying out their learning activities. So that appreciation and support from the community where the student is located is very important in improving learning outcomes. The results of this study are in line with research conducted by Sartina & Indartono (2019) which states that there is an influence of the social environment on student learning outcomes / motivation. So that it can be said that if the social environment of students is good and supportive it will further improve learning outcomes or student motivation.

c. Teacher Teaching Method

The teacher is one of the factors that can motivate students in learning English. The teacher is a central figure in learning activities. However, the continuity of learning depends on the teacher. A number of students revealed that their enthusiasm to follow and learn English really depended on their teacher. The results of the interview show that the way of teaching English teachers is fun so that it is interesting and makes them calm. The teacher also teaches while explaining well and

professionally. The teacher's delivery method is also good and easy to understand. However, some students stated that the English teacher's way of teaching was not pleasant because the teacher was often angry. In addition, when teaching and giving vocabulary, the teacher gave very difficult vocabulary and did not really understand the translation. The way to teach English teachers is also sometimes confusing.

If you look at the statement above, in principle a teacher who is able to motivate students is a teacher who has his own techniques and strategies in managing his class so that all students feel part of the class who must contribute and are able to solve problems, besides that the teacher is also able to show that all students are the same and will get the same attention. The results of this study are in line with research conducted by Widodo & Winarti (2019) which states that the method of teacher delivery in learning greatly influences student learning motivation in English. Research conducted by Rahmat & Jannatin (2018) also states that there is a strong relationship between the teacher's teaching style and student learning motivation in class V MI NW Dasan Agung, Mataram City. Based on the objectives and data analysis, it can be concluded that the teacher's teaching style has a strong influence on student learning motivation.

d. School environment (Friendship)

The school environment is everything around students that influences student learning motivation. One of the factors in this school environment is friends. The results of the interviews with the respondents indicated that my friend often provided motivation when learning English. With the motivation given by friends, it can help me gain knowledge and increase my desire to learn English. However, some students also stated that friends never provided motivation when learning English. Because my friend only takes care of his own life or is more concerned with his own values. At the time of learning, friends also often chat in class, often sleep and play. Plus, most of my friends don't speak English either.

The results of the research above show that playmates are very influential in student learning motivation. The better (positive) the association of students with their peers, the better the learning motivation these students get, conversely if the lower (negative) the association of students with their peers, the lower the learning motivation these students get. If in a friendship there is a healthy friendship, then the learning process will also go well. Because when we are comfortable in this situation, in learning we can more easily understand the material provided by the teacher. When there are some problems in learning, then we will not hesitate to ask our friends about it.

The results of this study are in line with research conducted by Anggreni & Rudiarta who concluded that peers have an influence on a person's emotional intelligence and automatically also affect a person's motivation in learning. Research conducted by Damayanti, et al (2021) stated that there is a positive and significant relationship between peer social interaction and learning motivation of class VIII students of SMP Negeri 15 Semarang. This is evidenced by the value of $t_{count} > t_{table}$, namely $254 > 235$ with a significant value of 5% ($0.000 < 0.05$). The

magnitude of the determinant is 0.064 which means that 0.64% of student learning motivation is influenced by peer social interaction, while the rest can be influenced by other variables.

e. Instructional Media

Learning media is one of the ways or tools used in the teaching and learning process. This is done to stimulate learning patterns so that they can support the success of the teaching and learning process so that teaching and learning activities can be effective in achieving the desired goals. The results of interviews with respondents show that teachers in teaching English use instructional media. The learning media used is easy to understand. The video/media used is easy to understand with the help of the LCD. The media used can help me to study harder, because the media is interesting and good. The use of media is also exciting. However, there were some students who also stated that the teacher in teaching English did not use instructional media properly.

Using the media properly can help students with learning difficulties, personality formation, motivate learning and others. One of the efforts to increase students' interest and learning motivation is to use learning media. To make students feel interested in the lesson they are studying, as a teacher, they must prepare media in the form of concrete objects that students can see directly. As stated by Supini (2021) that interest in visual learning (Visual Learners) focuses on visual acuity. That is, concrete evidence must be considered first so that they understand that interest in learning like this relies on sight or seeing the evidence so that they can believe it.

Febrita et al, (2019) stated that one of the efforts to increase students' interest and motivation in learning, namely the use of good and correct and interesting learning media. The use of learning media in the teaching and learning process can generate new interests and desires, generate motivation and stimulate learning activities, and even bring psychological influences to learning.

The results of the research that has been done show that students' learning motivation in English is not as strong, there are students whose motivation is intrinsic where their willingness to learn is stronger and does not depend on factors outside themselves. In contrast to students whose learning motivation is extrinsic, the willingness to learn is highly dependent on conditions outside of themselves. However, in reality it is extrinsic motivation that occurs a lot, especially in children and adolescents in the learning process. The learning process will be successful when students have motivation in learning.

CONCLUSIONS

Based on the research findings, it can be concluded that both intrinsic and extrinsic factors play a significant role in influencing the low motivation of 8th grade students at SMPN 21 Mataram in learning English. Intrinsic factors, such as students' interests, knowledge, and attitudes, impact on their motivation levels. Extrinsic

factors, including the family environment, social environment, friendship, learning methods, and learning media, also influence students' motivation.

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