

**ARTIKEL**

**STUDENTS MOTIVATION IN ENGLISH LANGUAGE LEARNING AT  
GENTA ENGLISH COURSE KAMPUNG INGGRIS PARE**



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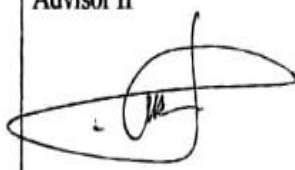

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## STUDENTS MOTIVATION IN ENGLISH LANGUAGE LEARNING AT GENTA ENGLISH COURSE KAMPUNG INGGRIS PARE

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### Abstract

Language learning is a process of acquiring language. There are some problems which are faced by students in language learning they are school resources, big class, teacher style, and students motivation. The purposes of this research are to identify the types of students motivation and factors affected students motivation in English language learning at Genta English Course Kampung Inggris Pare. This research used quantitative approach and survey technique. 60 students from English Course program were selected to fulfill the questionnaire about the types of students motivation and factors affected students motivation in English language learning at Genta English Course Kampung Inggris Pare and it was analyzed by descriptive statistic using SPSS 16. The result of this research showed that students have intrinsic and extrinsic motivation but they were dominant in intrinsic motivation. It can be seen from the standard deviation score of intrinsic motivation is 4.963 and extrinsic motivation is 4.412. Moreover students have factors which affect them to study English at Genta English Course, there were four factors; they were (1) goal has standard deviation score 5.875, (2) the people around us has standard deviation score 4.179, (3) the society we live in has standard deviation score 4.937 and (4) curiosity has standard deviation score 4.237. Based on the four factors above, it showed that the dominant factor of students motivation in English language learning was Goal. This research implies that by knowing the students motivation in English language learning, the teachers can develop the materials which is suitable for students expectation.

**Key Words:** Learning English, Motivation, EFL students.

### I. Introduction

Learning is process of getting knowledge through study. While language learning is a process of acquiring language. English becomes foreign language in Indonesian. According to Nunan (2003: 331) ‘foreign language learning is a situation where the language being learned is not the society’s language of

communication’’. It means that very important to be mastered in English because it has taught from elementary school until senior high school but in fact language learning not easy as students think, there are some problems which are faced by students they are school resources, class size, quality of teacher, the school attendance of students and students

motivation. It is in line with John and Ehow's (2011) statement that the problem of English language learning derive from many factors in different environment such as school resources, class size, quality of teacher, and the school attendance of learner.

Beside that, students motivation becomes the crucial problem in English language learning. Whereas motivation becomes important role in success or failure language learning. According to Rodgers (2003) showed that motivation helps the students receive more knowledge in second language acquisition. This statement means motivation helps the students to make easy in language learning. Moreover, Leong (2012) stated that motivation is dynamic in nature and vary from moment depending on the learning context or task. It is clear that motivation becomes dynamic in language learning.

There are two types of students motivation those are intrinsic motivation and extrinsic motivation. According to Ryan and Deci (2017: 14) state "Intrinsically motivated behaviors are those that are performed out of interest and for which the primary "reward" is the spontaneous feelings of effectance and enjoyment that accompany the behaviors. Intrinsic motivation contrasts with

extrinsic motivation, represented by behaviors that are instrumental for some separable consequence such as an external reward or social approval, avoidance of punishment, or the attainment of a valued outcome". It means intrinsic motivation is a desire which comes from inside of personal and it makes students' spirit to study without any pressure. In opposite extrinsic motivation is a desire which comes from out of personality and it is affected by reward, social approval and avoidance of punishment. While factors affecting motivation in second or foreign language comes from goal, the society we live in, the people around us and curiosity. It is supported by Harmer (2007:98) describes some factors that affect the learner motivation those are: The goal, the society we live in, the people around us and curiosity.

Knowing English becomes important to be mastered by students, sometimes students did not satisfied with the existing learning in formal school some students decide to learn English in non formal school such as English Course. There are many English Course spread various region in Indonesian but there are many students who come from various province decide to learn English at Kampung Inggris Pare. More than 150 English Course at Kampung Inggris Pare which

spread two villages they are Tulungrejo and Pelem. One of English Course which located in Kampung Inggris Pare is Genta English Course, there are two programs in Genta English Course those are Diploma English Course and English Course program. There are 100 students in Diploma program and the duration is 10 month while 60 students come from English Course program and the duration is a month. This course is located at Jl. Anyelir, Tulungrejo, Pare, Kediri.

In Genta English Course, the students not only learn about English but also learn about religion it is because before teaching learning process was running, the students were lead by the teacher to read Al-Qur'an for 10 minute. Moreover, Genta English Course also provided dormitory for students who learn English at Genta English Course

Knowing the fact, the researcher interest to make a research about students motivation in English language learning at Genta English Course Kampung Inggris Pare.

## **II. Methodology**

This research use quantitative approach and survey technique. This research conducted at Genta English Course Kampung Inggris Pare. The population of this research was all students

from Genta English Course Kampung Inggris Pare that consists of 100 students from diploma English Course and 60 students fom English Course program. While the sample of this research was 60 students from English Course program, the researcher used purposive technique sampling to choose the sample of this research. To collect the data, the researcher distributed questionnaire about types of students motivation and factors affected students motivation in English language learning at Genta English Course Kampung Inggris Pare. It was analyzed using descriptive statistic with SPSS 16.

## **III. Research Finding and Discussion**

In this research, the researcher showed the general information of Genta English Course which consists of the gender of respondents, the age of respondents, the address of respondents, and the educational background of the respondents. Moreover, the researcher also showed the result of types of students motivation and factors affected students motivation in English language learning at Genta English Course Kampung Inggris Pare.

Based the data that was analyzed by the researcher showed that the gender of the respondents were 50% from female and 50% from male students. The age of

respondents showed that 13-15years old students have high frequency 55.0%, 16-18 years old students 36.7%, and 19-21 years old students 8.3%.

And then the address of the respondents showed that students who come from out of city become dominant in English language learning at Genta English Course the frequency was 70.0%, out of province 25.0% and from the city 5.0%. Moreover, students also have different educational background in English language learning at genta English Course. It was showed that graduated students have high frequency that was 38.3%, junior high school students 31.7%, senior high school 25.0% and university 5.0%

### 1. Types of students motivation in English language learning

This result showed that students have intrinsic and extrinsic motivation but they were dominant in intrinsic motivation. It can be proved from the mean score of intrinsic motivation was 40.82 and extrinsic motivation was 38.57. It can be seen in the table bellow:

Table 1. Intrinsic Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
I am very enjoy to learn English	60	3	5	4.27	.710
When I study English I feel unhappy	60	2	5	3.98	.854
I feel proud when I can apply English in oral and written	60	1	5	4.45	.832
I am very proud when I can master 4 skill in English	60	2	5	4.65	.606
I feel proud if I can speak English fluently	60	2	5	4.75	.541
I learn English because it is something that I always want to do	60	1	5	3.67	.968
I aware that when I study English seriously it will not increase my English achievement.	60	1	5	4.00	1.340
I always read English book in order to understand the English materials.	60	1	5	3.58	.979
I am lazy to watch English video that can increase my English knowledge.	59	2	5	4.03	.964
To improve my writing skill, I always write my activity in the book using English.	60	1	5	3.50	1.142
Total	60	29	50	40.82	4.963
Valid N (listwise)	59				

From the mean score of intrinsic motivation that was 40.82, the statement number 5 (I feel proud if I can speak English fluently) has highest mean score of 4.75 and the lowest mean score showed in the statemen number 10 (To improve my writing skill, I always write my activity in the book using English) the mean score was 3.50.

While from the total of mean score in extrinsic motivation that was 38.57, the lowest mean score showed in the statemen

number 9 (I do my English homework because I am afraid of punishment) with score 3.20. And the highest mean score showed in the statement number 7 (My teacher does not help me to understand English material) with the mean score was 4.42. It can be seen from the table below:

Table 2. Extrinsic Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
When I study English seriously I will not get good score.	59	1	5	4.19	1.074
I learn English because my parents expect to me speak English fluently.	60	1	5	3.52	1.000
My friends always help me to solve my problems when I study English.	60	2	5	3.73	.710
My friends do not support me when I give up to study English.	60	1	5	3.88	1.027
My friends always encourage me to improve my English skill.	60	2	5	3.75	.773
I like study English because my teacher is very easy to deliver the material using visual, audio, audiovisual method.	60	1	5	3.87	.873
My teacher does not help me to understand English material	60	2	5	4.42	.809
My teacher always motivates me to study English	60	3	5	4.32	.651
I do my English homework because I am afraid of punishment	60	1	5	3.20	1.132
I always prepare English material before going to the class.	60	2	5	3.77	.871
<b>TOTAL</b>	<b>60</b>	<b>29</b>	<b>50</b>	<b>38.57</b>	<b>4.412</b>
Valid N (listwise)	59				

This result almost same with the Kusumawati's research which found that students have high intrinsic motivation with the score was 55%.

## 2. Factors Affected Students Motivation in English Language Learning

In this part, the researcher showed the result of factors affected students motivation in English language learning as Harmer (2007:98) stated there are four factors those are the goal means it was affected by something that want to be achieved by someone; the people around us means the motivation which come from the people who were close them; the society we live in factors indicated to someone who learn something because they want to get prestige from their society; curiosity factors means the factors which come from the desire of individual.

From the data that was analyzed showed that students have factors which affect them in English language learning at Genta English Course Kampung Inggris Pare. The dominant factor showed in the goal, the mean score of goal factors was 38.62.

After that, the people around us factor showed the average mean score of 37.72

Moreover, the Society we live in factor showed the low average of mean score in 31.22. While curiosity factor showed the average mean score of 35.90.

It can be concluded that from four factors that have been analyzing by the researcher showed the goal factors has

highest mean score than others, it mean students more dominant use the goal factor in their motivation of English language learning it can be prove from the table bellow:

Table 3. Factors motivation

	N	Mean	Std. Deviation	
	Statistic	Statistic	Error	Statistic
Goal	60	38.62	.758	5.875
The_people AroundUs	60	37.72	.539	4.179
The_Society WeLiveIn	60	31.22	.637	4.937
Curiosity	60	35.90	.547	4.237
Valid N (listwise)	60			

The result has difference result with Rahman Abdul, he found that there are three factors do have influence in affecting students motivation to learn English they are teacher influence, personal attitude and parental influence.

#### IV. Conclusion

Motivation become the important role in succes or failure language learning. There two types of students motivation, they are intrinsic and extrinsic motivation. While factors affected students motivation come from four factors those are: the goal, the society we live in, the people around us and curiosity.

Based on the data that have analyzing by the researcher, it showed that students have intrinsic and extrinsic motivation but they were dominant in intrinsic motivation. It means students who learn English at Genta English Course have a desire who come from inside of individual.

Beside that, students also have factors motivation which affected them in English language learning. The dominant factor come from the goal factor, it means students motivate to study English because they have goal that want to be achieved.

From the data that has been analyzed by the researcher, the researcher gives suggestion for the students to keep their motivation in order to get succes in language learning and for the teacher, the teacher should develop the material that appropriate with the students expectation.

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