

**AN ANALYSIS OF STUDENTS' MOTIVATION IN STUDYING ENGLISH
(A SURVEY STUDY AT UIN AR-RANIRY BANDA ACEH)**

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Abstract

Motivation is a key concept to be success in learning. Student who has high motivation would do the best in learning even though the materials were felt difficult. On the contrary, student who has low motivation would get bored and be indifferent in learning even though the materials given were so easy. In line with this, this study tried to investigate students' motivation in learning English, whether they had intrinsic or extrinsic motivation. The study was conducted at English Department of Islamic State University (UIN) Ar-Raniry Banda Aceh. The sample of this study was 142 English students from first, third, fifth and seventh semesters. This study was a survey method and the technique sampling used in this study was random sampling. Furthermore, the instrument used to collect the data is questionnaire. The questionnaire consists of 10 questions in which question 1-5 are questions for intrinsic motivation and question 6-7 are questions for extrinsic motivation. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation $4.08 > 3.21$. It means that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English. In other words, the motivation to learn English that comes from inside students was bigger than the motivation comes from outside students.

Keywords: *Motivation, English Students*

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INTRODUCTION

English is an international language that was learnt and used by many people in the world. No one can deny the importance of this language in communication around the world. Therefore, Indonesia as developing country requires its citizens to learn English as early as possible. Thus learning English become an important subject from elementary school until university.

In learning English, students are influenced by some reasons. Each student has different reason in studying English such as: first, learning English to get better job. Second, learning English make them capable to communicate with people around the world. Third, learning English can increase someone's prestige or confidence to go everywhere.

Yet, learning English cannot be separated with motivation. In other words, success or failure someone in learning English depends on his/her motivation level. Some of students feel English is a difficult subject and hard to study, but he/she has high motivation, so that he/she will try to get success in learning English. On the contrary, some of students feel English is a bored and waste time subject because he/she has low motivation in learning it. As a result he/she was fail in this subject. Therefore, motivation is a key to get success in learning process. This is in line with Harmer's opinion (2001, p. 3), "It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success."

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task

On the other hand, extrinsic motivation also influences students in learning. Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". These outside factors include reward and punishment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest.

UIN Ar-Raniry is one of campus in Banda Aceh which is famous with its English Department. Many people believe that this department can produce intellectual and skillful alumna especially in mastering and applying English in all sectors of education. Therefore, almost all candidates of college students who want to learn English choose this campus as the first choice to study. However, among all students of UIN Ar-Raniry who studied at English Department, they absolutely

had different motivation in learning English. Therefore, this study tries to find out the kind of motivation had by English students in learning English.

Based on explanation above, the research problem of this study is formulated as follow: “What kind of motivation had by English students of State Islamic University (UIN) Ar-Raniry Banda Aceh in learning English?”

LITERATURE REVIEW

1. Definition of Motivation

Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way. On the contrary, if a student is not motivated in learning English, he/she will not pay any attention of it or even does not care about it at all. Therefore, motivation is considered as essential element together with capacity to achieve success in learning the target language.

To understand what motivation is, it is important to know the definition of motivation, types, sources and roles of motivation. There are some definitions related to motivation from many psychologists.

The word motivation is derived from word motive that means anything that encourages person to act to do something

(Purwanto, 2011, p. 60) Besides, Pintrich and Schunk (2008, p. 8) stated that the term motivation is derived from Latin word ‘Movere’ (to move) the process whereby goal director activity is instigated and sustained. According to Harmer (2007), “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” (p. 28) Moreover, Dimiyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human behavior. Brown (2007) added, “Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit” (p. 72)

Based on some definition above, it can be concluded that motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something, because this desire pushes someone to make strong effort in each activity done, in this case learning English. Therefore, a teacher or lecturer should know if his/her students’ have high or low motivation in learning English so that teaching and learning process becomes effective and efficient.

a. Types of Motivation

Motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation.

1) Intrinsic Motivation

Santrock (2004, p. 418) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from

inside. For example, a person studies English because he/she likes or enjoys learning English. In addition, Penny (1996, p. 280) defined that

“Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it’s cultural, political and ethic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it.

Furthermore, Brown divided intrinsic motivation into two categories, namely integrative motivation and instrumental motivation.

(1) Integrative Motivation

According to Gilakjani, and Sabouri (2012), the terms integrative motivation is refer to language learning for personal goal and cultural understanding of L2, that is, the learner desires to learn a language is to involve in the target language community. Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.

(2) Instrumental Motivation

Instrumental motivation is regarded motivation as arising out of a need to learn the

L2 for functional or external reasons (Gilakjani et al., 2012). Moreover, Robert Gardner and Wallace Lambert states that instrumental motivation refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth (Gardner:1987:8). This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and status.

In addition, Gage and Berliner (1984, p.374) said that intrinsic motivation can be found such as in leaner’s interest, need, hobby and goal.

2) Extrinsic Motivation

According to Penny (1996, p. 277), “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.” Besides, 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. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. According to Gage and Berliner (1984, p. 441) this type of motivation comes from teacher, parents, and environment.

b. Measurement of Motivation

There are some ways used to measure motivation according to Hanafiah (2010, p. 28):

- 1) Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- 2) Questionnaire is to know the persistence and loyalty.
- 3) Free compose is to understand information about the vision and aspirations.
- 4) Achievement test is to get the information about the achievement of the students' academic.
- 5) Scale is to understand information about attitude.

RESEARCH METHODOLOGY

1. Research Design

In conducting a study, research design is quite essential to help a writer determine each step that must be taken to get result finding proper with research questions. Sukardi (2003:183) explains that research design is all the process needed in designing and implementing research.

The aim of this study is to find the data about students' motivation; either they used intrinsic or extrinsic motivation in learning English. Moreover, this study used survey method to collect the data what kind of motivation they had. Ary et al (2010:372) stated that "In survey research, investigators ask questions about people beliefs, opinions, characteristics, and behavior". Survey was useful when a researcher collect the data on phenomena that cannot be directly observed (such as motivation in learning English). The type of survey which used in this research is Cross-sectional surveys. Cross-sectional

survey is used to gather information on a population at a single point in time,

2. Population and Sample

Population is the object or subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher (Sugiyono, 2010:117). This study was conducted at State Islamic University (UIN) Ar-Raniry. Therefore, the population of this study was all students of English Department of UIN Ar-Raniry in all grades in academic year 2016/2017. Based on the data taken from the department, the researcher got the number of English students were 240. Moreover, the sample taken in this research was 142 English students. It is based on table of Isaac and Michael which determined if the number of population 240 students, it should be taken 142 students as sample with error rate 5%. For each grade, the researcher took 35 English students as the sample. Technique sampling used in this research was random sampling. In addition, the researcher distributed the questionnaire to each grade (first, third, fifth, and seventh grade student).

3. Instrument

Instrument used in this study was questionnaire. It consists of ten questions in which the questions number 1-5 are the questions to collect the information about intrinsic motivation and questions number 6-10 are questions for extrinsic motivation. The Questionnaire used in this research is close questionnaire. The researcher adopted the questionnaire from Gardner's Attitude and Motivation cited in Jefiza (2011). The

questions for intrinsic and extrinsic motivation are presented as below:

Table 1.1 Intrinsic Motivation Questions

| No | Intrinsic motivation | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | I Learn English in order to improve my English language skills. | | | | | |
| 2 | Learning English will allow me to be more at ease with English Speakers | | | | | |
| 3 | Learning English allows me to participate more freely in the activities of other cultural groups | | | | | |
| 4 | I learn English because it is something that I always want to do | | | | | |
| 5 | I study English because I enjoy learning it | | | | | |

Table 1.2 Extrinsic Motivation Questions

| No | Extrinsic Motivation | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|----|--|----------------|-------|---------|----------|-------------------|
| 1 | Learning English is useful in getting a good job | | | | | |
| 2 | I learn English because I need it to further my studies overseas. | | | | | |
| 3 | I study English because I want to do well in my examination | | | | | |
| 4 | I study English in order to please my family | | | | | |
| 5 | I feel that no one is really educated unless he is fluent in English language. | | | | | |

The students were asked to answer the question by choosing four categories SA=5,

A=4, N=3, D= 2 and SD=1. The score of questionnaire is based on the table below:

Table 1.3 Likert Scale Rating

| Optional | Score | |
|-------------------|----------------------|----------------------|
| | Intrinsic Motivation | Extrinsic Motivation |
| Strongly Agree | 5 | 5 |
| Agree | 4 | 4 |
| Neutral | 3 | 3 |
| Disagree | 2 | 2 |
| Strongly Disagree | 1 | 1 |

4. Data Analysis

The data obtained from the questionnaires were analyzed by calculating the mean for each question. A five-point Likert scale was used to measure the level and

type of subjects' learning motivation. Such scale was used in the questionnaire to determine the level of agreement or disagreement of students' answer based on the following criteria.

Table 1.4 Standard of Mean

| Mean Range | Interpretation |
|-------------|-------------------------------|
| 3.68 – 5.00 | High degree of motivation |
| 2.34 – 3.67 | Moderate degree of motivation |
| 1.00 – 2.33 | Low degree of motivation |

FINDING AND DISCUSSION

1. Finding

This research tried to find out what kind of motivation had by English students at UIN Ar-Raniry Banda Aceh either intrinsic motivation or extrinsic motivation. To get the data, the researcher used questionnaire consisting of 10 questions. Question numbers 1-5 are questions for intrinsic motivation while

question numbers 6-10 are questions for extrinsic motivation.

The questionnaires were distributed to four grades of English Students including first, third, fifth, and even semester students. The total of students taken as sample was 142 students. Below is the data of respondents of this research:

Table 1.5 Distribution of Respondents

| No | Grade | Total of Respondents |
|--------------|-----------------|----------------------|
| 1 | 1 st | 37 |
| 2 | 3 rd | 35 |
| 3 | 5 th | 35 |
| 4 | 7 th | 35 |
| Total | | 142 |

Based on the result of the questionnaires, the following table presents 5 statements items about intrinsic motivation,

their means scores, and their corresponding motivation level which were serve as the basis for further interpretation and explanation.

Table 1.6 Intrinsic Motivation

| No | Intrinsic Motivation | Mean | Rating of Motivational Level |
|----|---|------|------------------------------|
| 1 | I Learn English in order to improve my English language skills. | 4.40 | High |
| 2 | Learning English will allow me to be more at ease with English speakers | 4.35 | High |
| 3 | Learning English allows me to participate more | 3.83 | High |

| | | | |
|---|--|------|------|
| | freely in the activities of other cultural groups | | |
| 4 | I learn English because it is something that I always want to do | 3.95 | High |
| 5 | I study English because I enjoy learning it | 3.91 | High |
| | Total | 4.08 | High |

Table 1.6 above shows the result of questionnaire related to English students' intrinsic motivation. The data from the table shows that the total mean for intrinsic motivation is high in rating of motivational level. The total score is 4.08. Moreover, each statement for intrinsic motivation question also got high rating level. Statement number 1 (*I Learn English in order to improve my English language skills*) and number 2 (*Learning English will allow me to be more at ease with English speakers*) had the average mean score 4.40 and 4.35. From both of these statements, it proves that the students had high motivation in learning English. Their goal in learning English for them is to improve their language

skills. Besides, statement number 4 (*I learn English because it is something that I always want to do*) and number 5 (*I study English because I enjoy learning it*) got almost the same score, 3.95 and 3.91. These scores are almost the same because if the students enjoy learning English, so that they always want to learn it again and again. However, the statement number 3 (*Learning English allows me to participate more freely in the activities of other cultural groups*) got 3.83. It is the lowest score among the others.

Furthermore, below is the table of students' extrinsic motivation in learning English.

Table 1.7 Extrinsic Motivation

| No | Extrinsic Motivation | Mean | Rating of Motivational Level |
|----|---|------|------------------------------|
| 6 | Learning English is useful in getting a good job | 3.90 | High |
| 7 | I learn English because I need it to further my studies overseas | 3.36 | Moderate |
| 8 | I study English because I want to do well in my examination | 3.43 | Moderate |
| 9 | I study English in order to please my family | 2.96 | Moderate |
| 10 | I feel that no one is really educated unless he is fluent in English language | 2.40 | Moderate |
| | Total | 3.21 | Moderate |

Based on the table 1.7 above, it can be seen that the total mean score for extrinsic score is 3.21. It means that students' extrinsic motivation is in moderate level. From the data above, only statement number 6 (*Learning*

English is useful in getting a good job) got the highest score and the highest rating among the others. The students thought that English is a tool to get better job. Nowadays, all jobs especially in academic sectors need TOEFL

scores. Therefore, become fluent in English is essential to get a job. Moreover, statement number 7 (*I learn English because I need it to further my studies overseas*) and statement number 8 (*I study English because I want to do well in my examination*) got 3.36 and 3.43 or in moderate level. For statement number 9 (*I study English in order to please my family*) and number 10 (*I feel that no one is really educated unless he is fluent in English language*), the scores of students' extrinsic were 2.96 and 2.40 or in moderate level.

2. Discussion

Based on the data presented above, it is provide the information that most of the students have motivation in learning English by their intrinsic motivation. Intrinsic motivation is a type of motivation that was derived from inside of the students. The English students of UIN Ar-Raniry enjoy learning English because their own desire and their own pleasure. There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they want to improve their English language skills, they want to be more at ease with English speakers, they will more freely participate in the activities of other cultural groups, they learn English because it something that they always want to do, and they study English because they enjoy to learn. From those reason the students will drive to make an effort to achieve their reasons and their goals in learning English.

Furthermore, from the data presented above, it can be concluded that the English students of UIN Ar-Raniry also had extrinsic

motivation in learning English. Extrinsic motivation is a type of motivation which was derived from outside of the students. 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. There are some factors that influence the student extrinsic motivation such as the students weremotivated to learn English because they want to achieve their goals, for example: they want to get a good score in final exam, they want to get a reward from the lecturer, they want to get a good job and they may want to continue their study overseas. Second, the students want to make their parents proud of them if they can master this international language.

Furthermore, from the calculation scores of students' intrinsic and extrinsic motivation above, the researcher found that the total mean score for intrinsic motivation is 4.08 and the total mean score for extrinsic motivation is 3.21. It explains that English students' of UIN Ar-Raniry have higher intrinsic motivation than extrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which is affects students' attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

CONCLUSION

Having conducted the research, the researcher found the data that the students of English Department of UIN Ar-Raniry had intrinsic and extrinsic motivation in learning English. Intrinsic motivation is a type of motivation that comes from oneself or inside students. For example, they learn English because they like learning English or enjoy the materials given. While extrinsic motivation is a type of motivation that comes from outside students or influence by others such as parents, friends or even society. Based on the data

presented in the research finding, it shows that the total mean score for students' intrinsic motivation is 4.08, it is considered as high rating level and the total mean score for students' extrinsic motivation is 3.21, it is considered moderate in rating motivational level. From this result, it can be said that the students had intrinsic motivation higher than extrinsic motivation in learning English. In other words, the motivation inside of students were bigger than the motivation comes outside the students.

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