

**STUDENTS' LEARNING MOTIVATION IN STUDYING ENGLISH AT SMP AL-QUR'AN PUTRA BAHARI KOTA TERNATE****Niar Zulkifli<sup>1</sup>, FitriaWulan Sari<sup>2</sup>, Saiful Latif<sup>3</sup>**<sup>1,2,3</sup>English Language Education Study Program, FKIP, Universitas Khairun

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**Abstract**

This study aims to determine students' learning motivation in studying English. The motivation of this research is divided into intrinsic and extrinsic motivations. This study uses quantitative descriptive research. The research population is class 2A and 2B. The sample of this research is class 2B consisting of 23 students, with the instruments of observation, questionnaire, interview, and documentation. In conclusion, Students' Learning Motivation in Studying English at SMP Al-Qur'an Putra Bahari Kota Ternate in class 2B is more influenced by extrinsic motivation (271). Based on the results of the research, generally, the students of SMP Al-Qur'an Putra Bahari Kota Ternate do not have an awareness of the learning experience so the intrinsic motivation of these students is low, as we know that in general English learners are students who are in the category of instrumental motivation. Therefore, the extrinsic factor is more dominant to spur students' enthusiasm for learning while integrative motivation is not comparable to instrumental motivation. This motivation is the reason why students especially students of SMP Al-Quran Putra Bahari Kota Ternate have an intrinsic motivation that is not comparable to extrinsic motivation.

**Keywords:** *Motivation, intrinsic motivation, extrinsic motivation, learning English***Abstrak**

Penelitian ini bertujuan untuk menentukan motivasi yang dimiliki oleh siswa dalam belajar Bahasa Inggris. Motivasi dalam penelitian ini terbagi dalam motivasi intrinsik dan ekstrinsik. Penelitian ini menggunakan penelitian deskriptif kuantitatif. Populasi penelitian ini adalah kelas 2A dan 2B. Sampel dari penelitian ini adalah kelas B yang terdiri dari 23 siswa, dengan menggunakan instrument berupa observasi, kuisioner, wawancara, dan dokumentasi. Dalam penelitian ini dapat disimpulkan bahwa, motivasi siswa dalam belajar Bahasa Inggris di SMP Al-Qur'an Putra Bahari Kota Ternate di kelas 2B lebih dipengaruhi oleh motivasi ekstrinsik (271). Berdasarkan hasil penelitian, secara umum, siswa SMP Al-Qur'an Putra Bahari Kota Ternate belum memiliki kesadaran terhadap pengalaman belajar sehingga motivasi intrinsiknya rendah, seperti kita ketahui secara umum pembelajar Bahasa Inggris merupakan siswa yang memiliki kategori motivasi instrumental. Sehingga, factor ekstrinsik lebih dominan untuk memacu ketertarikan siswa untuk belajar sementara motivasi integral tidak sebanding dengan motivasi instrumental. Motivasi ini merupakan alasan mengapa siswa khususnya siswa SMP Al-Qur'an Putra Bahari Kota Ternate memiliki motivasi intrinsik tidak sebanding dengan motivasi ekstrinsik.

**Kata Kunci:** *Motivasi, motivasi intrinsik, motivasi ekstrinsik, belajar Bahasa Inggris***INTRODUCTION**

In learning English, learners need some aspects. One of them is motivation. Motivation is an impulse from us to take action. Such as, behaving or doing something. Motivation has a significant role to direct the student's behavior in a learning activity. It will change their way of learning in the classroom. When the students are involved in an activity that is intentional or not, students will get their goal in learning.

Motivation also could influence students' achievement in a learning process. Based on some research, they also said, in learning a language and student achievements have something to do with motivation. It means that students with low motivation will face difficulties in the learning process while

students with high motivation can reach learning objectives easily. In addition, students with highly motivated in learning, in order to make students have better results or English achievement, motivation should be improved for students' learning in English.

In learning English, learners need motivation. Motivation is an impulse from us to take action. Such as, behaving or doing something. The success or failure of a student depends on motivation, because motivation plays an important role in learning, especially learning English. As mentioned by Hayikaleng, et al (2016) motivation is regarded as an important component to make students successful in their English learning. Motivation can help people to act. Sometimes learners board to do something or learn English because learners just lie around their room.

Motivation is a process by which the learner's internal energies are directed toward various goal objects in the learner's environment, as a teacher has to give students motivations on their own. Lin (2007), in her research, describes that motivation can be divided into two types, namely intrinsic and extrinsic motivation:

a. Intrinsic motivation

Intrinsic motivation occurred when learners act without repayment. External rewards Such as learners just enjoy when learners reading the book. The learners learn and actualize their potential, it is about themselves if you do something it is just personally rewarding to you.

b. Extrinsic motivation

Extrinsic motivation exhibits behavior outside such as avoiding punishment or receiving a reward. It means that learners want to be praised. It is different from intrinsic motivation.

1. Motivation in Language

The study of motivation in the context of learning and acquiring a second (foreign) language has long been dominated by Gardner (1972), the theory which sees motivation from two categories, namely integrative motivation and instrumental motivation:

a. Integrative Motivation

Integrative Motivation requires a positive attitude from students toward speakers of the target language and culture.

b. Instrumental Motivation

Instrumental motivation is the learner's feeling that they need to learn the target language in order to get something important for their life, such as a good education or a good job to guarantee the future.

2. Students' Learning

Learning is a process of finding one's identification such as experience, effective communication, and skills. In learning English, it looked like students do not have learning motivation. In learning processes and in turn, will affect student achievement. It can be concluded that learning is when someone has to involve learners in an activity in order that the person will get the experience. It is not enough, when learners do or learn something, learners need bravery because it is really important in their life.

3. Studying English

English is the third most widely spoken primary language, after Mandarin Chinese and Spanish. More than one billion people in the world speak English although only about 380 million use it as their primary language. In learning, the learners need motivation, especially learning English. The researchers knows that in Indonesia especially in ternate North Maluku province, there are many people who are lazy to learn English, and learners think English is difficult. So, learners have to get motivation to learn English.

According to Schunk (2008), Motivation is the process whereby goal-directed activity is instigated and sustained. Motivation becomes an important thing for someone and maybe everyone in doing or learning something. Having a strong motivation or reason indicates that someone already knows the purpose. In fact, learning English is actually not that difficult. It can even be an interesting and fun learning activity to compare to other languages.

## METHODOLOGY

This research applies quantitative as well as descriptive research. Descriptive research describes and interprets events, conditions, or situations at the present. The population in this research are students at SMP Al-Quran Kota Ternate, especially the second grade which totals 60 students. The research sample used in this research is students of SMP Al-Quran Putra Bahari Kota Ternate, especially class 2b which consists of 23 students. The instruments used in this research are observation, interview, questionnaire, and documentation. The test aims to gain data on whether motivation could give a positive impact on the student's achievement in learning English at SMP Al-Quran Putra Bahari Kota Ternate in class 2B.

The technique of analyzing the data in this research is quantitative descriptive. Using this technique, the researchers collect, arrange, and present the data. Miles and Huberman, there are data reductions, data displays, and conclusions or verification.

### 1. Data Reduction

During the field notes process, the data gains grow much and more complex. The data need to be reduced. Data reduction means summarizing, and choosing the points, to focus on students' motivation, in order to find the answer. The researchers reduced the whole data collected and get the more suitable data that would be analyzed.

### 2. Data Display

Data display is the second form of data analysis after the process of selecting, simplifying, and organizing raw data. In this research, the researchers displayed it carefully in the form of descriptive text. In displaying the data, the formulations of research questions were taken to be considered by the researchers in order to make the data displayed always suitable to the research questions using Gardner and Lambert's theory.

### 3. Conclusion/Verification

The conclusion needs to be verified for its credibility. Verification is a program to check the researchers' carefulness and accurate data. Taking a conclusion is only part of the activity in thought configuration. The researchers began to seek supporting information, then reduced the data, presented the data, and made a conclusion. After reducing and presenting the data, the last step the researchers made the conclusion about students' motivation in studying English.

## DISCUSSION

This research aims to find out the students' learning motivation in studying English at SMP Al-Qur'an Putra Bahari Ternate in class 2B which is located on Jati Kelapa Pendek. In this research, the researchers used intrinsic and extrinsic motivation. The sample of this research consisted of 23 students. To find out students' learning motivation in studying English at SMP Al-Qur'an Putra Bahari Ternate which was conducted by class 2B, the researchers conduct the observation, questionnaire, Interviews, and documentation.

## 1. Observation

Based on the observation, the researchers observe in the class 2B that, students' learning motivation in studying English the teacher's personality is categorized as good like the statements said "*the teacher is a humble person, the teacher is a kind person, and the teacher is a fun person*" in teaching, the teacher used group discussion method, the teacher used scientific model and photographic picture media. The facilities in the class there are A decent Table, A decent Chair, Whiteboard, a Felt-tip marker, Eraser, A decent Window, A decent door, and an LCD (liquid crystal display). The students like learning English, focus on the lesson, and feel enthusiastic about learning English. The student is also active in the class such as the student's activeness to ask the teacher and the student likes to answer the question from the teacher. The researchers did not have time to know the students' English scores/values, because the researchers observed only one time.

Based on the data observed above, it can be concluded that the students have high motivation in learning English and like learning English because they have a good attitude toward English teachers but it is unfortunate that the students have a little difficulty in learning English such as reading in English, writing in English and pronouncing vocabulary in English but the students really feel enthusiastic in learning English, and then the teachers provide the teacher's teaching method, the teacher's teaching model and media such as Photographic pictures Image media and the writing communication. It can make the students enthusiastic about learning English.

## 2. Questionnaire

In this research, the researchers used intrinsic and extrinsic motivation on the questionnaire. The questionnaire kind of 24 questions namely intrinsic motivation (12) and extrinsic motivation (12). The researchers utilize the Indonesian language in order to students understand the questions.

### a. Students' Intrinsic Motivation

An analysis of questionnaires for intrinsic motivation:

On statement number 1, "Saya suka belajar Bahasa Inggris" there were 8 students who strongly agree, 14 students who agree, there is 1 student who disagree, and one strongly disagree. On statement number 2, "Saya harus datang kesekolah lebih awal jika esok harinya ada pelajaran bahasa inggris." There are 8 students who strongly agree, 11 students who agree, and 4 students who disagree. There are no students who strongly disagree. On statement number 3, "Saya akan belajar materi bahasa inggris didalam hari jika besok mata pelajaran bahasa inggris", there are 12 students who strongly agree, 10 students who agree, and 1 student who disagrees. There are no students who strongly disagree. On statement number 4, "Saya tidak pernah bolos pada jam pelajaran bahasa Inggris", there is 1 student who strongly agrees, there are 17 students who agree, and 5 students who disagree. There are no students who strongly disagree. On statement number 5, "Tanpa disuruh saya mengerjakan tugas Bahasa Inggris yang telah diberikan oleh guru", there are 19 students who strongly agree, 4 students agree, there are no students who disagree and strongly disagree. On statement number 6, "Tanpa disuruh saya selalu mencatat hal-hal yang penting disaat pelajaran bahasa Inggris sedang berlangsung." there is 1 student strongly agrees, there are 17 students agree, and 5 students disagree. There are no students who strongly disagree. On statement number 7, "Saya akan belajar bahasa inggris agar dapat nilai bagus", there are 13 students who strongly agree, 9 students who agree, and 1 student disagrees. There are no students strongly disagree. On statement number 8, "Saya mengerjakan sendiri tugas bahasa inggris", there are 6 students who strongly agree, 11 students who agree, 6 students who disagree, and there are no students who strongly disagree. On statement number 9, "Saya belajar Bahasa Inggris di luar jam sekolah atas keinginan saya sendiri", there are 5 students who strongly agree, 17 students agree, and 1 student disagrees, and there are no students who

strongly disagree. On statement number 10, “Setiap ada pekerjaan rumah atau tugas saya selalu ingin cepat-cepat mengerjakannya”, there were 8 students who strongly agree, and 15 students agree, and there are no students who disagree and strongly disagree. On statement number 11, “Saya lebih senang mengikuti pelajaran bahasa inggris dengan waktu yang cukup lama”, there was 8 students who strongly agree, 12 students agree, and 3 disagree. There are no students who choose strongly disagree. On statement number 12, “Saya akan meminta tolong/penjelasan ke guru saya, Ketika saya mempunyai masalah pemahaman dalam kelas Bahasa”, there are 6 students who strongly agree, and 10 students agree, 6 students disagree and 1 strongly disagrees.

No.	Level of Frequency	Frequency
1.	Strongly Agree	95
2.	Agree	147
3.	Disagree	28
4.	Strongly Disagree	1
<b>Total</b>		271

Based on the 12 statements above, students choose to agree (147), strongly agree (95), disagree (28) and strongly disagree (1), and the total frequency of all is 271.

b. Students' Extrinsic Motivation

An analysis of questionnaires for extrinsic motivation:

On statement number 1 “Saya mendapat pujian dari orang tua, jika saya mendapat nilai bahasa Inggris yang baik.” there are 6 students who strongly agree, 17 students agree, and there are no students who disagree and strongly disagree. On statement number 2 “Guru memuji saya jika nilai tugas bahasa Inggris saya baik.”, there are 7 students who strongly agree, 10 students agree, and 6 students disagree. There are no students who choose strongly disagree. On statement number 3 “Orang tua saya menasehati saya agar tidak pernah bolos pada jam pelajaran.”, there are 6 students who strongly agree, 16 students agree, 1 student disagrees, there are no students choose strongly disagree. On statement number 4 “Teman-teman menasehati saya untuk rajin belajar bahasa inggris.”, there were 9 students who strongly agree, 13 students agree, and 1 student disagrees. There are no students who strongly disagree. On statement number 5 “Orang tua saya memberikan semangat agar tidak mudah menyerah dalam menuntut ilmu.”, there were 11 students who strongly agree, 11 students agree, 1 student disagrees and there are no students who strongly disagree. On statement number 6 “Teman-teman saya memberikan semangat kepada saya dalam mengerjakan tugas bahasa inggris.”, there are 7 students who strongly agree, 13 students agree, and 3 students disagree. There are no students who strongly disagree. On statement number 7 “Guru saya memberikan semangat kepada saya untuk lebih giat lagi dalam belajar”, there are 12 students who strongly agree, and 11 students agree, there are no students who disagree and strongly disagree. On statement number 8 “Saya lebih bersemangat lagi untuk berprestasi jika mendapat hadiah dari orang tua saya.”, there were 3 students who strongly agree, and 15 students agree, 5 students and there are no students who strongly disagree. On statement number 9 “Apabila saya melihat teman-teman sedang asik belajar, maka muncul keinginan saya untuk ikut belajar.”, there are 2 students strongly agree, 15 students agree, 6 students disagree,

and there are no students who strongly disagree. On statement number 10 “Apabila teman saya nilai tugasnya bagus, maka muncul keinginan saya untuk ikut mendapatkan nilai tugas yang bagus.”, there are 6 students who strongly agree, and 14 students agree, 3 students disagree and there are no students choose strongly disagree. On statement number 11 “Jika guru melontarkan pertanyaan bahasa inggris, yang dapat menjawabnya akan diberikan nilai tambahan, maka saya berusaha untuk dapat menjawab pertanyaan tersebut.”, there are 8 students who strongly agree, 15 students agree, there are no students who disagree and strongly disagree. On statement number 12 “Saya lebih bersemangat lagi untuk berprestasi, jika mendapat hadiah dari orang tua saya.”, there are 13 students who strongly agree, 7 students agree, 3 students disagree, and there are no choose strongly disagree.

No.	Level of Frequency	Frequency
1.	Strongly Agree	90
2.	Agree	157
3.	Disagree	29
4.	Strongly Disagree	0
<b>Total</b>		<b>276</b>

Based on the 12 statements above, students choose to agree (157), strongly agree (90) disagree (29) the percentage is, and strongly disagree (0), so the total frequency of all is 276.

From the data above it can be concluded that extrinsic motivation in students SMP Al-Quran Putra Bahari Ternate is higher than intrinsic motivation.

### 3. Interview Result

Besides the researchers using the questionnaire, the researchers also used the interview as an instrument to get deeper information that will not available in the questionnaire. In this questionnaire, the researchers used question interviews in the Indonesian language in order to students understand the interviewer's explanations.

Based on the results of the above interviews with 23 students of the Al-Qur'an Junior High School in Putra Bahari Ternate, the researchers stated that 13 of the 23 students had high motivation. In general, each factor affects or adds to the motivation and enthusiasm for learning these students, such as the personality of the teacher, including the teacher's teaching style and methods, media, and learning models used by the teacher. then the condition of the classroom in the form of facilities owned by the class, and also the classmates of these students have an important role such as when classmates actively participate or get good grades, it can encourage motivation and enthusiasm for learning these students.

(two) of them have good motivation, these two students almost have the same motivational causes as the 13 students above, but the personality of classmates such as when classmates actively participate or get good grades does not have a significant role in their enthusiasm and motivation to learn. The next 4 of them have sufficient motivation in learning, generally, the methods, media, and learning models do not affect their enthusiasm and motivation to learn.

And lastly, out of 23 students, 13 have high motivation, 2 of them have good motivation, 4 of them have sufficient motivation, and the remaining 4 have low motivation. for these four students in

general, each factor does not affect their motivation and enthusiasm for learning, such as the personality of classmates, classroom conditions such as the facilities of the classroom, models, learning objectives also do not spur their enthusiasm for learning, then the methods, media, and models of discussion that used by teachers. However, the teacher's personality can keep them following English lessons.

In the types of research, the researchers analyzed the students' learning motivation. In collecting the data, the researchers through observation, questionnaire, interview, and documentation. The result is: from the questionnaire and the average intrinsic motivation which is 1.178,24%, shows that students' motivation in learning English is low and it needs improvement, and the extrinsic motivation 1.199,98%, which shows that students' motivation in learning English is high.

The researchers observe in the class 2B that, students' learning motivation in studying English the teacher's personality is good, the statements are *"the teacher is a humble person, the teacher is a kind person, and the teacher is a fun person"* in teaching, the teacher used group discussion method, the teacher used scientific model and photographic picture media. The facilities in the class there are A decent Table, A decent Chair, Whiteboard, a Felt-tip marker, Eraser, A decent Window, A decent door, and an LCD (liquid crystal display). The students feel enthusiastic about learning English. The student is also active in the class such as the student's actively asking the teacher and the student likes to answer the teacher's questions. The researchers did not have time to know the students' English scores/values, because the researchers observed only one time.

In the first cycle, the students were enthusiastic when the researchers came to their school to research. Students were more enthusiastic when the researchers gave the questionnaire and interview. Many students still had high motivation to learn English. Most of the students felt embarrassed to answer the questions from the interview so the researchers had to use an easy language style for them to understand. They had the challenge to be a success, their enthusiasm and interest could be seen in the student's behavior. Compared to the first cycle, in this cycle, the students had been brave to respond to challenges from the researchers or propose their selves to do questionnaires and interviews.

Most of the students liked learning English, in fact, they cannot learn language components such as grammar, vocabulary, and pronunciation but it does not make their enthusiasm for learning English lose. Sometimes, there was a scene in that students did not clearly enough to be understood the English lesson. From the interview, the researchers had given questions about the attitude of their teacher when teaching in their class they had good responses about their teacher such as *"how is the personality of your English teacher? Does your teacher's personality inspire you to follow the lesson?"* They showed many good responses when the researchers gave the question from the interview.

From the explanation above, it is clearly indicated that students in class 2B at SMP Al-Qur'an Putra Bahari Ternate have a motivation in learning English. This is good for the pupils and the teacher in the learning process because motivation is one of the important things which affect students' attitudes and achievement. In this research finding, the learners have a good motivation, so it can be handy for the teacher to bring the pupils to be successful in delving English.

In this research, students' motivation is related to students' achievement. As defined by Corpus, et al. in Wiseman and Hunt (2014), stated that intrinsic motivation is linked to many positive school outcomes such as academic achievement, creativity, reading comprehension, and enjoyment, and using deep learning strategies.

## CONCLUSION

Based on the result of this research, the researchers conclude that the students' learning motivation in studying English at SMP Al-Qur'an Putra Bahari Ternate in class 2B had lower intrinsic motivation with the total frequency of all is 271 and higher extrinsic motivation in learning English with the total frequency of is all 276. It means that the students most like learning English in school, and the students had good responses about their teacher's English such as in the interview the statement "*how is the personality of your English teacher? Does your teacher's personality inspire you to follow the lesson?*" In this, the responses of one of the students (NP) answered "*She is a good teacher, she is a firm person, and she likes talking too much so makes us do not board, and also she is cheerful, yes I am so enthusiasm*", and then the teachers available the learning method, the teaching model and media such as Photographic pictures Image media and the writing communication, etc., it can support students learning.

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