

The Analysis Of Students' Motivation In Learning English (A Case Study Inside Classroom) Of The Eleventh Grade Students Of SMKS Taman Madya Baiturrahman Bima 2018

Annisah¹, Waliyudin², Julia Anggraini³

^{1,2,3}STKIP Taman Siswa Bima

¹annisahnukman@gmail.com

ABSTRAK

The thesis is written aimed to know how are the students' motivations in learning English (a case study inside classroom) of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018. This research was descriptive research. The subjects of this research were the students of Computer Program (TKJ) of eleventh grade in SMKS Taman Madya Baiturrahman Bima. To collect the data, the researchers used questionnaire that has been made based on criteria and condition of students. The researchers also used video recording to support the questionnaire data. The result of the data analysis, there are two important kinds of motivation in this research, based on 4 criteria and condition of questionnaire were internal and external motivation. In internal motivation, the researchers was taken 61,9% the high percentage of students have good attention in positive statements and more than 38,0% students attention in negative statements. In external motivation, the percentage of positive statements was 61,9% students and more than 28,5% students in negative statements. That's mean the students' motivation in Learning English (a case study inside classroom) of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018 stay in a middle were the researchers took the high percentage of internal and external motivation in positive statements was 61,9% students.

Key words: *Students' motivation, learning English*

INTRODUCTION

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in learning English to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning in English. Motivation is an influential factor in learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. It is supported by Ebata (2008) motivation in language learning plays a vital role. The success of learning depends on high or low motivation of students. Without having motivation students will be enthusiastic in learning process.

Researchers have different views toward the different types of motivation. Lucas (2010) said that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and

achievement. According to Guthrie (1997), intrinsic motivation has a significant impact not only on reading comprehension but on the other aspects of reading such as reading breadth. Tercanlioglu (2001) stated that Turkish learners have positive attitudes towards reading because they read both for intrinsic and extrinsic motives. Besides Reading comprehension, the four main skills of English also can used to analyze the motivation in learning English.

According to Ditual (2012), learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integratively motivated. Chang (2010) expressed that class group impacted learners' motivation and they felt relaxed with the motivated classmates. The other finding was that the inattentive learners de motivated their classmates. Moskovsy and Alrabai (2009) said that instrumental motivation plays more important role than the integrative motivation in EFL learning. The other result of this study

indicated that integrative motivation is more pertinent to ESL learning.

Concept of Motivation

According to Maslow, Human Behaviour can be explained by looking individual interest to achieve personal goal that make herself feel satisfied, and valuable.

In this case, Maslow (1990) formulates a need theory that consists of five universal needs. This need motivate somebody to act or to do something in order to satisfy her needs. The need which is classified by Maslow are: 1) Psychological needs, it is the basic human need. These consist of the needs that its satisfying are aimed to satisfy biological need, for example; the needs of food, water, sex. Psychological needs must be satisfied firstly before the upper needs. 2) Need for safety, it is a need that arose after psychological need has been satisfied. Need for safety can be seen as a normal need, especially for adult, it can be seen from her need to get permanent job , save from work and so on. 3) Need for love and belonging, it is a need that motivate the person to build an affective relationship with family or others people. 4) Need for self esteem, Maslow divides this needs into two, namely: need for self esteem from herself and need from another person. The first need stands for the need to get competence, believing in herself, personal strong, and freedom. It can motivate the person to finish her work, and she can solve the problem that is faced in her life. In this case the person who does the work needs an esteem from what she has done, but when a need for self esteem can not be satisfied, she will get negative feeling, she will judge herself that she has lower position than another person. 5) Need for self actualization. It is a highest human need in stages of need that is made by Maslow. Self actualization can be satisfied based on the potential on that are possessed by the person who want to satisfy self actualization.

Students Motivation and Kinds of Motivation

According to Jere Brophy (1997), motivation to learn is a competence acquired “through general experience but stimulated most directly through modeling. Communication of

expectations and direct instruction or socialization by significant others (especially parents and teachers)”.

Frandsen in Sardiman (1990) also gives kinds of this motive: 1) Cognitive motives. This motive is show in indicate intrinsic, that is relation with the satisfaction of individual. There is satisfaction of individual intern of human and usually shape into process mental product. This motives is very primary in learning activity in school. 2) Self-expression. Self-expression is a part of human behaviour. It needed by creativity, full of imagination. So, in this case somebody want to show the self-actualization. 3) Self-enhancement. Through the self actualization and the development of potential will increase the progress of somebody herself. The progress of manor woman is wanted by people. So, competition is very important to students to get achievement.

Winkel (1984) states that motivation divides into two, those are : a) Internal motivation. Internal motivation is motivation that emerge from himself/herself without any compulsions from auotside. For example, a student interests in studying English because of he is very interested in mastering the skills, and able to speak English fluently. The students who have internal motivation will has the aim becomes aducated people, knowlwdge able, and autonomous. Internal motivation is the prinsipal motivation in studying Purwanto (1990). b) External motivation. External motivation is a kind of motivation that emerge in studying activity. Itis started and continued based on the stimulus which has not relationship with study activity. It means that the students study unmotivate by the eager to be able in the lesson, or the stimulus that emerge aim at to get something. For example, a student studies because of he will get praise and his parents will be glad to him.

Another psychologist divided motivation into; intrinsic motivation and extrinsic motivation. 1) Intrinsic motivation is a motivation that makes someone active in her activities without influenced by the outside influences. This motivation comes from the

inside of her/himself. Intrinsic motivation is a willing to achieve the goal of her activities without being influenced from the outside of his/herself, for example; the students learn English because they want to get knowledge, value, skill, in order to change her case, Sadiman (1990) also said that “intrinsic motivation are inherent in the learning situation and meet pupil needs and purposes”. It would seem to be the case that intrinsic motivation plays by fair the larger part in most students’ success or failure as a language learner.

Many students bring no extrinsic motivation at all to the classroom. What happens in the classroom will be a vital importance in determining their attitude to the language and in supplies motivation, which we have suggested is a vital component is successful language learning, as we have also suggested above, what happens in the classroom will have an important effect on students who are already in someway extrinsically motivated, factors that influence intrinsic motivation are: a) Physical condition, it is clearly the case that physical condition have a great effect in teaching and learning process and can alter students’ motivation either positively or negatively. Classroom that are badly lit and over crowded can be excessively de-motivating. So, the atmosphere in which a language is learnt is vitally important. b) Method. The method by which students are thought must have some effect on their motivation. If they find it deadly boring they will probably become demotivated, where as if they have confidence in the method, they will find it motivating. c) The teacher. In this case, the teacher must show up her teaching as well as possible, in order to students interested in her English teaching. d) Success. Success or luck of it plays a vital in the motivational drive of students. Both complete failure and success maybe de-motivating. It will be the teachers job to set goals and task at which most of her or his students can be successful or rather task to be able to achieve. 2) Extrinsic motivation, is a drive which concerns with the outside or environmental factors, for example a student might be motivated by the need to get good marks or pass an examination,

or by other factors such as rewards, punishments, social pressures, etc. a) Giving score, in this case, as a symbol from the value of learning activities. Many students study hard to get a good score. A good score for students are strong motivation. b) Competition. Competition can be used as an instrument to motivate the students are studying hard. Competition both of individual or group, it can increase students achievement in learning English. c) Giving test, students will study hard, if they know tomorrow there will be a test. Giving a test includes of good motivation. But the teacher must remember, not to be often giving a test (everyday) because, they will be bored. In this case the teacher must be opened. It means if a teacher wants to give a test, they should give an information to the students first. d) Reward, when there is a student who success and finishes his/her work well, it necessary to give a praise. Giving praise is a form of positive reinforcement. e) Punishment. Punishment is a negative reinforcement; it can be as instrument to motivate the students if the teacher gives it in good situation.

RESEARCH METHOD

This research was descriptive research method. This research was entire of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018. Who supposed have been learning English as a foreign language as beginning. Therefore, they are supposed to have been actively involved in the classroom interaction since the language classroom questioning activities occurred. In this research the researcher was take Computer Program (TKJ) with the number of students were 21 students which consist of 3 male students and 18 female students of the eleventh grade in SMKS Taman Madya Baiturrahman Bima as the subject of the study. To get the clear information, the researcher was use the questionnaire and video. 1) Questionnaire. In this research, the researchers make 22 statements and the researcher used Indonesia language statements. After the researcher gave the questionnaire for the students, the researcher was analyze the

questionnaire. To see how far students' motivation in learning English, the researcher

No	Range	Categorized
1	0% - 20%	Really Disagree
2	21% - 40%	Disagree
3	41% - 60%	Sometimes
4	61% - 80%	Agree
5	81% - 100%	Really Agree

2) Video. In this case, the researchers use the

categorized criteria for scoring interpretation;

video to get the information about the real condition in teaching learning activities. The data was analyze a video of teaching and learning process of the elevent grade students of SMKS Taman Madya Baiturrahman Bima.

FINDINGS AND DISCUSSION

The Result Of Questionare

The result of the questionnaire gave to the students could be seen as following table:

Students' Attention

Positive Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1.	Pada awal pembelajaran ada sesuatu yang menarik bagi saya	4	13	61,9%	Agree
2.	Materi pembelajaran ini sangat menarik	4	12	57,1%	Sometimes
3.	Tugas-tugas pada pembelajaran ini terlalu sulit	2	7	33,3%	Disagree
4.	Pada pembelajaran ini ada hal-hal yang merangsang rasa ingin tahu saya	4	11	52,3%	Sometimes
5.	Saya benar-benar senang dengan pemmbelajaran ini	4	9	42,8%	Sometimes

Based on the data above showed that 5 indicators of questionnaire of students' attention in positive statements about students motivation in learning English. The first indicator was 13 participants and the percentage was 61,9%. Its mean 13 participants had agree about that statement. Second indicator was 12 participants and the percentage was 57,1% students. Third

indicator was 7 participants and the percentage was 33,3%. Its mean they disagree about that statement. Fourth indicator was 11 participants and the percentage was 52,3% students. And the last indicator was 9 participants and the percentage was 42,8% students.

Negative Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Pembelajaran ini sangat abstrak sehingga sulit bagi saya untuk tetap mempertahankan perhatian saya	2	8	38,0%	Agree
2	Gaya tulisannya membosankan	4	8	38,0%	Agree

Based on the table showed that 2 indicators of students motivation about students' attention in negative statements. There were, first statement was 8 participants and the percentage

was 38,0%. Then, second statement was 8 participants also and the percentage was 38,0% its mean the students agree about that statement.

Relevance of Learning

Positive Statement

No	Indicators	Freq. 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Jelas bagi saya bagaimana hubungan materi pembelajaran ini dengan apa yang telah saya ketahui	4	10	47,6%	Sometimes
2	Gaya tulisannya membosankan	4	8	38,0%	Disagree
3	Saya merasa Sangat bahagia menyelesaikan dengan berhasil pembelajaran ini.	5	13	61,9%	Agree

The table showed that there was 3 indicators of questionnaire of the relevance in positive statements. In the first statement, there was 10 participants and the percentage was 47,6%. Second statement there was 8 participants and

that percentage was 38,0% disagree about that statement. And then the last, there was 13 participants and the percentage was 61,9% agree about that statement.

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Pembelajaran ini tidak relevan dengan kebutuhan saya sebab sebagian besar isinya tidak saya ketahui	3	6	28,5%	Agree

The table showed that the negative statement of relevance, there was 6 participants and the

percentage was 28,5% students agree about that statement.

Students' Confidence

Positive Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Pertama kali saya melihat pembelajaran ini, saya percaya bahwa pembelajaran ini mudah	3	12	57,1%	Sometimes
2	Setelah mempelajari pembelajaran ini beberapa saat, saya percaya bahwa saya akan berhasil dalam tes	4	11	52,3%	Sometimes

The table showed that there was 2 indicators of questionnaire of students' confidence in positive statements about students' motivation in learning English. First statement was 12

participants and the percentage was 57,1% and the second was 11 participants and the percentage was 52,3%.

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Materi pembelajaran ini lebih sulit dipahami dari pada yang saya harapkan	3	7	33,3%	Agree
2	Tugas-tugas pada pembelajaran ini terlalu sulit	2	7	33,3%	Agree

The table above showed that 2 indicators of questionnaire of students' confidence in negative statement. There was, first statement was 7 participants with percentge was 33,3%, then

second was 7 participants also and the percentage was 33,3% students agree about that statement.

Students' Satisfaction

Positive Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1.	Menyelesaikan tugas-tugas dalam pembelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai	3	12	57,1%	Sometimes
2.	Menyelesaikan pembelajaran dengan berhasil sangat penting bagi saya	4	12	57,1%	Sometimes
3.	Saya sangat senang pada pembelajaran ini sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini	4	10	47,6%	Sometimes
4.	Saya merasa sangat bahagia menyelesaikan dengan berhasil pembelajaran ini	5	13	61,9%	Agree
5.	Suatu hal yang sangat menyenangkan mempelajari pembelajaran yang dirancang dengan baik	4	11	52,3%	Sometimes

Based on the data above showed that 5 indicators of questionnaire of students' satisfaction in positive statements about students motivation in learning English. The first indicator was 12 participants and the percentage was 57,1%. Second indicator was 12 participants and the percentage was 57,1% students. Third Negative Statement

indicator was 13 participants and the percentage was 61,9%. Its mean they agree about that statement. Fourth indicator was 10 participants and the percentage was 47,6% students. And the last indicator was 11 participants and the percentage was 52,3% students.

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1.	Sedikitpun saya tidak memahami pembelajaran ini.	3	7	33,3%	Agree

The table showed that the negative statement of students' satisfaction, there was 7 participants and the percentage was 33,3% students agree about that statement its ean that the students agree about the statement.

CONCLUSION

Based on description in chapter IV, there have two important kinds of motivation in this research that was the researcher analyzed, based on 4 criteria and condition of questionnaire there was internal and external motivation. In internal motivation, the researcher was take the high percentage of students was 61,9% students have good attention in positive statements more than 38,0% students attention in negative statements. In external motivation, the percentage of positive statements was 61,9% students more than 28,5% students in negative statements. It could be concluded that the students' motivation in learning English (a case study inside classroom) of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018 is a middle were the researcher take the high percentage of internal and external motivation in positive statements was 61,9% students.

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