

## An Analysis of Students' Motivation in English Language Learning at Vocational High School 5 Jambi City

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**Abstract:** This research aimed to determine students' motivation in English Language Learning. Learning success depends on the motivation of high or low on students in learning. The research design in this study is mixed method. The population of this study were all 10th grade students at SMK N 5 Jambi city. The sample used is random sampling. The researcher took students in each 10<sup>th</sup> Marketing Program. The research instrument was a questionnaire and interview. Data analysis was using likert analysis, percentage formula and to strengthen research. The results of this study are indicated by students' answers in the questionnaire and interview. There are 30 questions in the questionnaire. 15 questions for intrinsic motivation and 15 questions for extrinsic motivation. The result shows that students' intrinsic motivation score is 62% and extrinsic students are 38%. This means that students at Vocational High School 5 Jambi city have intrinsic motivation that is higher than extrinsic motivation in learning English.

**Keywords:** Motivation, English Language Learning

**Abstrak:** Penelitian ini bertujuan untuk mengetahui motivasi siswa dalam Pembelajaran Bahasa Inggris. Keberhasilan belajar tergantung pada tinggi rendahnya motivasi siswa dalam belajar. Desain penelitian dalam penelitian ini adalah metode campuran. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMK N 5 kota Jambi. Sampel yang digunakan adalah random sampling. Peneliti mengambil mahasiswa di setiap Program Pemasaran ke-10. Instrumen penelitian adalah angket dan wawancara. Analisis data menggunakan analisis likert, rumus persentase dan untuk memperkuat penelitian. Hasil penelitian ini ditunjukkan dengan jawaban siswa dalam angket dan wawancara. Ada 30 pertanyaan dalam kuesioner. 15 pertanyaan untuk motivasi intrinsik dan 15 pertanyaan untuk motivasi ekstrinsik. Hasil penelitian menunjukkan bahwa skor motivasi intrinsik siswa sebesar 62% dan siswa ekstrinsik sebesar 38%. Artinya siswa di SMKN 5 Kota Jambi memiliki motivasi intrinsik yang lebih tinggi daripada motivasi ekstrinsik dalam belajar bahasa Inggris.

**Kata Kunci:** Motivasi, Pembelajaran Bahasa Inggris

### INTRODUCTION

The concept of learning is to provide a change in human ability or disposition, which can be maintained, and which cannot be considered in the process of growth. Furthermore, the aims of learning to describe the process that involved in changing something through the experience. It is the process of acquiring relatively permanent change in knowledge, understanding, ability, attitude, information and skill through the experience.

Motivation is the wrench of success in the process of learning and as one of the most significant things in the process of learning itself (Purnama, Rahayu, & Yugafiati, 2019). Regarding to the teaching and learning process, students have to be motivated to learn and concentrate both before and when taking the lessons. To do so, Motivation is seen as a mental impulse that encourages human behavior, it is including behavior in learning. In this research, motivation can be considered as the overall driving force for the students that leads them to the activities of learning, so that the lessons can be achieved. Mc.Donald (2016) defines that motivation is a change in energy in a person characterized by the emergence the feeling and preceded by a response to the existence of a goal. Nevertheless, motivation will cause a change in human energy, further it will cling to the problems of mental symptoms, emotions and feelings, act or do something.

Therefore, motivation is an important component to make learners success in learning process. Sardiman in (2016) also argues that motivation is a series of efforts to provide certain conditions and situations, so that if someone wants to do something it means they do like it, but if students does not like, they will try to negate or avoid the feeling of dislike. In addition, motivation can be stimulated by the factors from inside and outside, but motivation is to grow within a person. In teaching and learning process, motivation can be said as the overall driving force for students that encourage the learning activities, which guarantees the flexibility of learning process and that gives them direction to learning activities, so that the learning objectives by the lessons of learning can be achieved.

## **REVIEW OF THE RELATED LITERATURE**

### **Definition of Learning**

Education has always been awash with a new idea about teaching and learning process. Learning is a relatively permanent change in a people though and knowledge or behavior because of experience and it also applies where they are at the process of learning and transferring knowledge. Thus, learning also describe as the process that involved in changing through experience Further, learning is the process of acquiring relatively permanent change in knowledge, information, understanding, ability, attitude and skill through experience. Thorndike in Uno (2008) stated about learning process between stimulus and response, it means the students can be in form of mind and feeling or even gesture. Furthermore, there are several learning theories are grouped into three basic categories that important for English learners, namely: 1. Behaviorist learning theories, 2. Cognitive-information processing learning theories, and 3. Cognitive-constructivist learning theories.

Furthermore, Nashar in Zuhri (2016) defines that learning is a process of change towards desired behavior or what is being determined. To do so, from that behavior becomes a goal in learning change that is done continuous, consciously, active, functional, positive, permanent, not temporary, aiming or directed at the behavior applied. In sum, learning is a process of transition in a person and can be seen from behaviors such as habits knowledge, attitudes, abilities, and skills. This process means getting better as a result of learning. Everyone students will get a learning experience every time they go through something meaningful to themselves and the experience will be different in each person.

According to Robert Gagne (1965) argues that the importance of identifying a number of types of learning that all human beings use. In line with Brown (2007) The theories of learning do not capture the entire possible element of principles in term of human learning in general or not specific. There are several important types of learning according to the context and subject matter to be learned. According to Gagne in Brown (2007) classified eight types of learning, namely: 1) Signal learning, the individual learns to make a general diffuse response to a signal. 2) Stimulus-response learning, the learner acquires a precise response to a discriminated stimulus. 3) Chaining, what is acquired is a chain of two or more stimulus response connection.4) Verbal association, verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other motor chains. 5) Multiple discrimination, the individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. 6) Concept learning, the learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. 7) Principle learning, in simples' term, a principle is a chain of two or more concepts. It functions to organize behavior and experience, and 8) Problem solving, problem solving is a kind of learning that requires the internal event usually referred to as "thinking". Previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

### **Learning English as a Foreign Language**

Regarding to learn English, students are influenced by some reasons. Each student has different reason in studying English, there are: 1) learning English makes them capable to communicate with people around the world. 2. learning English can increase someone's prestige or confidence to go everywhere. 3) learning English to get better job.

In this era, there are about a billion people in the world learning English as second language and as a foreign language. Nevertheless, Pinter (2006:) stated that when student start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school or even the culture. The process of learning English language has a significant effect on how young learners or students are able to acquire the foreign language or the second language. In Indonesia, English as a foreign language not a second language. The strategy of learning by students from mother tongue can be adopted for learning a foreign language. Primarily, the students who are involved in the language learning process are their parents, and latter their teachers. So that the teachers have the important role in the students' learning foreign language.

### **Motivation**

According Purmama, Rahayu, and Yugafiati (2019) Motivation is one of the most significant things in the process of learning. Without motivation, the aims of learning are tough to be achieved. When students have it in the process of learning, they will understand with the materials more, especially English. Thus, motivation is the process that gives encouragement, direction, and persistence of behavior. Further, motivation is an important component to make students success in their process of learning English and as educational achievements which is reflected in grade point average are positively correlated at all levels of

schooling and college. Therefore, motivation is defined as something that causes someone to act or to do something. Slocum in Hamzah (2017) explains that motivation is a psychological process that can explain a person's behavior. A people behavior is designed to achieve goals. To do so, motivation is an encouragement and strength in a person to do certain goals that they want to achieve. Besides, motivation can be interpreted that what is meant by a goal is something that is outside the human being so that human activities or action are more focused because they will try to be more enthusiastic and active in doing something especially in learning process.

Long, Ming, and Chen (2013) states that motivation plays an important role in foreign language learning especially English. Learning motivation aims to guide, promote and maintain learning activities which have been conducted an internal strength. Moreover, motivation is mainly of two types that can be related with the academic achievement of the students (Tanveer,2012). According to Maslow in Sardiman (2016) motivational impulses to learn are: 1) the existence of physical needs. 2) the need for security, freedom from fear; 3) the need for love and acceptance in relationships with others. 4) there is a need to get respect from the community 5) appropriate to the nature of someone to express or present themselves. Further, Eysenck (2003) explain motivation as a process which determines the level of activity, consistency, intensity, and general direction of person behavior is a complex concept and attitude and. Thus Maslow (2003) argues that person build and directed by certain needs, and the needs are divided into seven categories such as: love, physical needs, appreciation, safety need, self-actualization, understanding and esthetics

Therefore, motivation is the driving force that has become active (Sadirman, 2008). Motivation also be interpreted as a series to provide the conditions certain, so someone want to do something. In other words, motivation is a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he doesn't like it, he will try to negate or move the feeling of dislike, so be it motivation is stimulated by external factors but that motivation is grow in someone.

In sum, according to Hamzah (2017) Motivation is an impulse contained in the self or strength contained in the individual, which causes the individual to act or act. Thus, motivation is the power from inside of an individual that force them to do something that useful to get the purpose, and it happens when the individual feels the activity or the time come together in one set of motivation on their successfulness or happiness. In addition, motivation can be built from outside the life that hurts the heart, but motivation grows within the individual itself. In learning, motivation is the whole movement in students' awareness that helps them in learning activities, quarantines a long learning process and provides direction for the process, so students.

Furthermore, motivation is an affecting, motive and inciting. In other words, motivation involves the attitudes and affective states that influence the degree of effort. Further, there are three kinds of motivation according to Frandsen in Sardiman (2016), namely: 1) Cognitive Motives, 2) Self-expression, 3) Self-enhancement

### **Type of Motivation**

Motivation is a complex phenomenon that should be exist as complementary rather than as oppositional cause they are related each other. According to Harmer (2001) argues in discussions of motivation an accepted distinction is made between intrinsic motivation and extrinsic motivation that is which comes from inside and outside. There are two types of motivation, namely intrinsic motivations and extrinsic motivation. First, intrinsic motivation is narrated to the inner abilities of the students to interact with their environment in order to achieve their required and predetermined goals. Second, extrinsic motivation refers to the fact that people are motivated towards the external sources through assorted kinds of rewards and grades.

#### **1. Intrinsic Motivation**

Intrinsic motivation, in contrast comes from with the person that be motivated by the enjoyment of the process of learning or by desire to make themselves feel better (Harmer, 2001). Therefore, the intrinsic motivation refers to engaging the activity and process for its own sake, challenge, for the enjoyment, interest or natural fulfillment of curiosity. To do so, intrinsic motivation maintenance and involves arousal of curiosity as the result of such factors as student particular interests and extent to which they feel personally involved in strategies of learning. According to Oxford Advanced learner's dictionary, Intrinsic means to do something of a value or quality or belongs naturally to someone or something, existing with someone or something, rather than coming from outside. In addition, intrinsic motivation comes from personal desire and curiosity to learn English for challenge, interest, enjoyment. Then, a person might be motivated by the enjoyment of the the process of learning itself or by a desire to make themselves feel better.

#### **2. Extrinsic Motivation**

According to Harmer (2001), stated that extrinsic motivation is caused by outside factors such as: 1) a need to pass the exam, 2) have a future travel, or 3) get financial reward. Further, extrinsic motivational strategy are some simple ways, most adaptable and most direct of the methods that recommended for dealing with the value aspects of classroom motivation. Moreover, extrinsic motivation aims to obtain several rewards or avoid some punishment external to the activity itself. According to Oxford Advanced learner's dictionary extrinsic means to do something but

not belonging to or part of the real nature of someone or a thing that coming from outside. In sum, extrinsic motivation is caused by the outside individual or any number of outside factors that comes from whether it is for marks or rewards. Thus, extrinsic motivation refers to act and doing something to a separable outcome.

**RESEARCH METHOD**

This research analyzed the motivation factor of the students in SMK N 5 Jambi City. This research is categorized a mixed method research design. The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. Cresswell (2014) states that the basic methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis. Further, mixed methods design incorporates techniques from qualitative and quantitative methods to answer research questions. Furthermore, mixed methods inquirers choose from a full repertoire of methodological options at any number of multiple points in an inquiry process – purpose, overall design, methods, sampling, data recording, analysis, and interpretation. A truly mixed methodology incorporates multiple approaches in all stages of the study; however, the researcher may choose certain points of contact as well.

Therefore, this research tried to collect the data by using the questionnaire and interview. Questionnaires are a particularly suitable tool for gaining quantitative data. Questionnaire is the technique of data collection that is done by giving some written questions or statement to the respondent to be answered. Then, the interview used to support the quantitative data. There are steps in collecting data, namely: 1) The researcher distributed the questionnaire to the students, 2) The researcher collected the data and analyze the data, 3) The researcher drawn the conclusion. In addition, the researcher uses likert scale. The chosen consist of always, often, sometimes, seldom and never.

**Table 1**  
**Specification of the Likert Scale for Frequency**

No	Specification	Score
1	Always	5
2	Often	4
3	Sometimes	3
4	Seldom	2
5	Never	1

Besides, to find out the score percentage of each answer, the researcher use the formula provided below (Sugyiono, 2004) :

$$P = \frac{F}{N} \times 100\%$$

- P = percentage
- F = score total of
- N = score maximal

**FINDINGS AND DISCUSSION**

**Findings**

This research presented the result of calculation related to the questionnaire in general and calculation for questionnaire of students' opinions to the factors that motivating students in learning English. Then the questionnaire result was classified based on students' answer to intrinsic factors and extrinsic factors. This research showed that intrinsic motivation was dominant than extrinsic motivation. There were some students that answer that extrinsic motivation is more dominant than intrinsic motivation. There were also some students answer that intrinsic motivation



was more dominant than extrinsic motivation. There are some students answer balance between intrinsic motivation and extrinsic motivation.

The most specification appear were always with score 5, then often with score 4, sometimes with score 3, seldom with score 2 and never with score 1. After researcher counted the data based on the questionnaire gotten, the researcher concluded that intrinsic motivation gets 62% and extrinsic motivation gets 38%. Based on the data gotten from questionnaire above researcher concludes that 62% > 38%. It means intrinsic motivation is more dominant than extrinsic motivation. The differences between intrinsic motivation and extrinsic motivation were 24%.

The questionnaire is about the factors of students' motivation in learning English and it contains thirty questions with answer response ranged 1-5 each item. The result data of the questionnaire as follows:

**Table 2**  
**Factors of Students' Motivation in Learning English**

<b>NO</b>	<b>Intrinsic and Extrinsic Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
1	Intrinsic Motivation	20	62%
2	Extrinsic Motivation	8	38%
Total		28	100%

From the table above there were two factors of students' motivation in learning English at tenth grader students of vocational high school in academic year 2019/2020. Based on the calculations above, it can be seen that student learning motivation is more than one factor. There were 20 students who are motivated to learn English from intrinsic factor (62%) and there were 8 students who are motivated to learn English from extrinsic factor (38%).

This research showed student learning motivation in learning English means 28 students are influenced by these two factors. The factor that most influences their motivation in learning English is intrinsic motivation. Intrinsic motivation is related to the personality of students who have to instill in themselves that they must more often get used to learning more actively, and must encourage themselves to do positive things in learning, especially learning English. And the second factor is extrinsic motivation. Extrinsic motivation is where students must have encouragement from the outside so that the feeling of wanting to learn arises and students must also be supervised more so that learning is more directed.

Furthermore, to support the findings based on the questionnaire, the interview was applied in this research. The interview consists of several important questions that refers to intrinsic motivation and extrinsic motivation. The result shows that: 1) student curious raise with simple question that will make them encourage the learning spirit, 2) the learning media are important to encourage student motivation in learning process, 3) students are able to communicate in English, 4. Students are comfort and focus in learning English when the classroom is clear and not dirty. 5) students have a good motivation in learning English when they feel happy at the time. 6) students are happy and have a good motivation when the teacher used several excited method, technique and strategy in learning English. 7) students are confident in school environment if they can communicate in English. 8) students are happy when the teachers used several fun games in learning English. Students realized that study English is very important and necessary for the future.

## **Discussions**

Based on the result of the questionnaire and the interview found in this research, it finds that there are two types od motivation in learning English. Namely intrinsic motivation and extrinsic motivation. These two factors influence each other in the individual learning process, thus determining the quality of student learning outcomes, especially in learning English. This research found that students were more motivated than themselves, namely intrinsic motivation which was more instrumental in the process of learning English in the classroom, and for the next researcher explained below the observations and questionnaires about the role of intrinsic motivation compared to extrinsic motivation

In regard to intrinsic motivation, it is a motive that becomes active or functioning does not need to be stimulated from the outside, because in each individual there is an urge to do something. From the clear observation that most students are interested in learning English in this case, it can be seen that students are really serious about learning English with notification and listening when the teacher explains the subject of English. And from the observations of student researchers who tend to be more intrinsic to motivation, he will further encourage himself to know the things he is learning independently.

Further, regarding to the extrinsic motivation, the factors also influence students in learning English. Extrinsic Motivation Factors are motives that are active and functioning because of external stimulation, for example the role of the teacher in teaching students. Based on observations, the researchers observed, first, that conditions are very influential in the learning environment, students will concentrate in learning English if the class is clean, comfortable and not noisy and if the way to teach teachers pleases students also will be passionate about learning.

In sum, this research showed that the eleventh grade of science on SMK N 5 Jambi City has intrinsic and extrinsic motivation in learning English. But from the data that intrinsic motivation was more dominant than the extrinsic motivation for students.

## CONCLUSION

Based on the findings and discussion related to the questionnaire and interview, this research shows that some students that have intrinsic motivation more dominant than extrinsic motivation. On the other hand, intrinsic motivation was more dominant than extrinsic motivation. The result of the intrinsic motivation shows students' intrinsic motivation in learning English was 62% and students' extrinsic motivation in learning English was 38%. In addition, the students are have a good motivation in learning English.

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