

THE STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SMP 1 CAMPALAGIAN

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ABSTRACT

This research intended to assess the English-learning motivation of SMP 1 Campalagian, Polman students. This research collected data on 131 individuals out of a total population of 196 students using the Slovin approach and proportionate random sampling. To meet the study aims, the researcher used a quantitative technique with a survey design. The instrument presented to students was a questionnaire designed to measure their motivation to study English. With an average score of 77, students in class VIII of SMP 1 Campalagian demonstrated a strong degree of desire to study English. Student motivation at SMP 1 Campalagian has a high level, and instrumental motivation is higher than integrative motivation with an instrumental motivation score of 39 and integrative motivation 38. The researcher drew the conclusion that the alternative hypothesis was supported by the data and that the null hypothesis was not. This meant that the desire to study English in SMP 1 Campalagian was high, particularly in class eight. The researcher advised the teachers that in order to achieve the intended learning outcomes, instrumental and integrative motivation play a crucial part in the process of learning English student.

Keywords: Students' Motivation, Instrumental Motivation, Integrative Motivation

INTRODUCTION

Learning is the process of changing the behavior of the learning object via action. Behavioural changes present themselves in a variety of ways, including in the topic of study. Creativity in learning is defined by various traits, including the ability to think, to be open and spontaneous, to be inquisitive and autonomous. It is true that creativity in learning does not exist, but a number of internal and external variables impact it.

The key to a successful learning process is motivation. Some specialists have certain definitions of motivation. According to Hayikaleng, Nair, and Krishnasamy (2016), motivation is seen as a key factor in determining whether students succeed in their English-language studies.

Another definition of motivation is the direction of behavior, or what makes someone want to repeat a certain behavior and vice versa (Alizadeh, 2016).

It can be seen from the previous description as a whole that motivation is the fusion of effort and desire, which provides the justifications for people's behaviors, wants, and desires in order to achieve the goal of learning toward an aim. Lai (2011) defines motivation as the causes that underpin behavior that is distinguished by willingness and volition. A group of closely related ideas, perceptions, values, interests, and behaviors make up motivation. However, by receiving incentive, students will be enthused about learning and inspired to study English well. Teachers should be aware of the importance of motivation in students' language acquisition, and by making some adjustments, they can assist students in becoming more motivated (Alizadeh, 2016).

Mukminin (2009) numerous studies and research on English teaching and learning in Indonesia have accomplished much. Several elements, including teachers, students, curriculum, teaching materials, and learning facilities, are regarded to have an important impact in the effectiveness of English classes. Motivating students cannot be isolated from one of the most essential learning components, debate. It is considered that a student's motivation is determined by the learning aspects that define his or her academic achievement. Some study findings on motivation while learning a foreign language indicate that the learner's motivation is the primary driving factor that leads to success in learning the foreign language.

It was considered that students' motivations for learning English vary, particularly in English classes. The majority of students dislike or are disinterested in studying English and disregard its significance. Consequently, the researcher wished to investigate the motivation of SMPN 1 Campalagian students in learning English in order to determine what orientations underlie the motivation of SMPN 1 Campalagian scholars in learning English and how apprentices' attitudes and behaviors toward English subjects are influenced.

METHOD

Research Design

This study used quantitative research. The quantitative is a research approach that collects data via a questionnaire. All 196 Class VIII students from SMP Negeri 1 Campalagian comprise the population of this research. There are eight courses, A through G, with 32 students in each. Requirements to be a research sample used slovin theory were Class VIII students. On this basis, 131 Class VIII students were selected, including those from Classes A to G used proportional random sampling, A= 20 students, B= 19, C= 19 students, D= 17 students, E= 18 students, F= 19 students, and G= 19 students.

Research Instrument

The tool for research is a questionnaire. It seeks to identify the instrumental and integrative motivations of English learners. This research questionnaire was adapted from Kasmirah (2018), derived from Gardner’s attitude and motivation theory.

A total of twenty items are available. Specifically, it collected data on the differences between purely instrumental and purely integrative drives. Responding to these questions in Kasmirah (2018) requires the use of a five-point Likert scale, with responses of S (strongly agree), A (agree), N (neutral), D (disagree), and S.D. (strongly disagree). An opinion and empathy survey were sent to each student.

Procedures

The researcher furnished the students a pattern in the questionnaire along with their views and feelings, utilizing positive statements when distributing the questionnaire. Students returned the surveys to the researcher once they had finished answering them.

Table 1. The Distributor of Questionnaires Score

Options	Score	
	Instrumental Motivation	Integrative Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

(Adopted from Likert Scale in Kasmirah, 2018)

Data Analysis

This method tells, analyzes and classifies; technically tested surveys, observations, and questionnaires. It can be concluded that the survey method with quantitative descriptive design is a data-based technique that describes and analyzes past experiences, relationships, activities, points of view, attitudes seen, or about something that is happening. The researcher followed the process in this study as follows:

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

Notation:

P = Percentage of questionnaire

Fq = Number of frequency

N = Number of students

(Sudjana in Kasmirah, 2018)

To rate students' motivation, the researcher used the criteria as follows:

1. A score between 81 and 100 is regarded as extremely high.
2. The scores 61 to 80 are classified as high.

3. Scores between 41 and 60 are classified as moderate.
4. Score 21-40 are regarded as low
5. A score of 0 to 20 is classified as very low.

(Depdikbud in Kasmirah, 2018)

FINDINGS AND DISCUSSION

Intrumental Motivation

According to Gardner (1985), students who are motivated by instrumental incentives are those who want to study English for economic and practical advantage.

Passing the Exam

There are 3 statements of the questions related to passing the exam as follows

- 1) English language makes students easier to do English assignments from school.

Figure 1. Frequency and Percentage of Statement No. 1

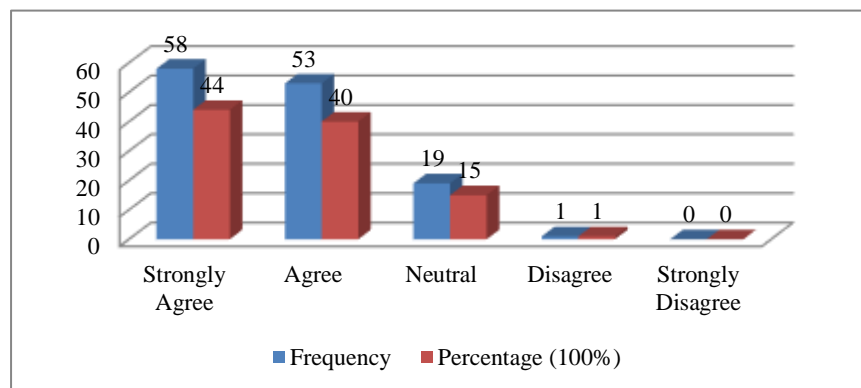
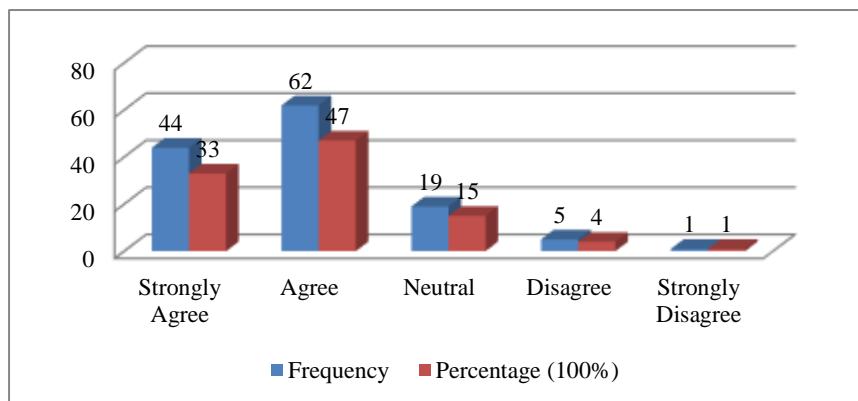


Figure 1 described there were 58 (44%) students choosing strongly agree, 53 (40%) students agree, 19 (15%) students are indifferent, and 1 (1%) students disagree with this statement, per statement number (1). This indicates that the majority of students are motivated to study English. Students are driven to study English because they want to pass the test, making it simpler for them to complete schoolwork.

- 2) English language makes students easier to understand English language textbooks

Figure 2 described there were 44 (33%) students choosing highly agree, 62 (42%) students agree, 19 (15%) students are neutral, 5 (4%) students disagree, and 1 (1%) students strongly disagree with this statement, according to statement 2 results. This indicates that the majority of students very motivated to study English. Students are encouraged to study English since passing examinations that make it simpler to comprehend English textbooks motivates them to do so.

Figure 2. Frequency and Percentage of Statement No. 2

- 3) English language can make students easier answer English teacher questions

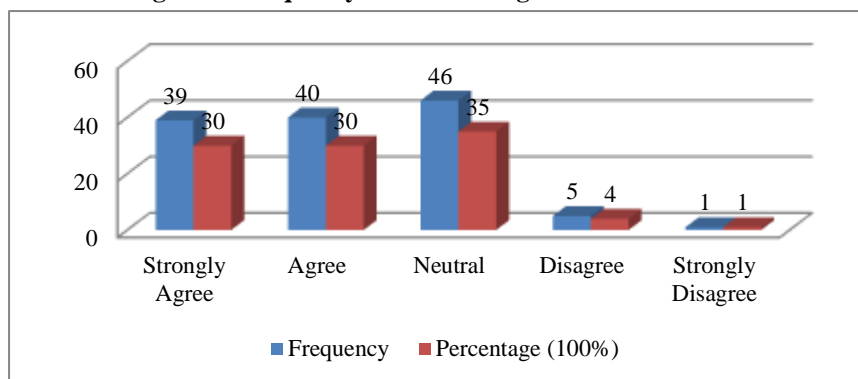
Figure 3. Frequency and Percentage of Statement No. 3

Figure 3 described that there were 39 (30%) students choosing highly agree, 40 (30%) students agree, 46 (35%) students are neutral, 5 (4%) students disagree, and 1 (1%) student strongly disagree with this statement, according to statement number three. This indicates that the majority of students have a neutral drive to study English. Students are ambivalent about learning English because they want to pass a test that makes it simpler to respond to English teachers' inquiries.

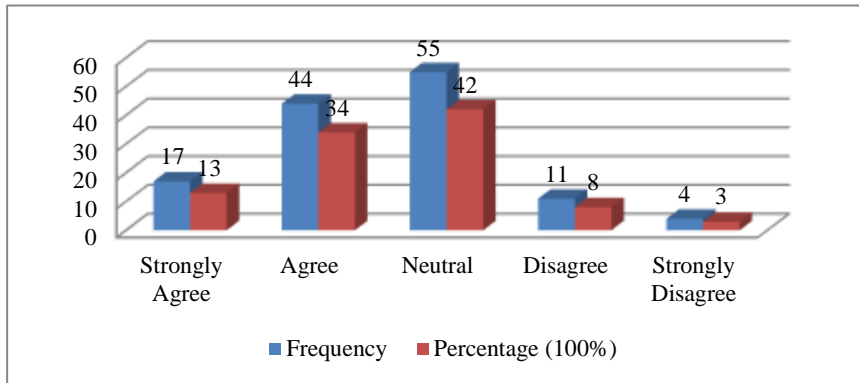
Get a Job

The are 3 statements of the questions related to get a job as follows:

- 1) English language will make students easier to get a job

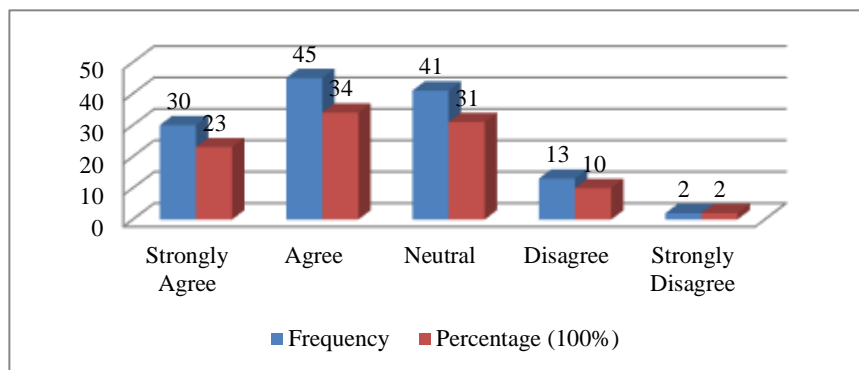
According to statement number 4 indicates that 17 (13%) students strongly agree, 44 (34%) students agree, 55 (42%) students are neutral, 11 (8%) students disagree, and 4 (3%) students strongly disagree with this statement. This suggests that the majority of students have a neutral interest in learning English. Students are apprehensive about studying English since they are interested in easier-to-obtain careers.

Figure 4. Frequency and Percentage of Statement No. 4



2) English language can make students easier to be a successful

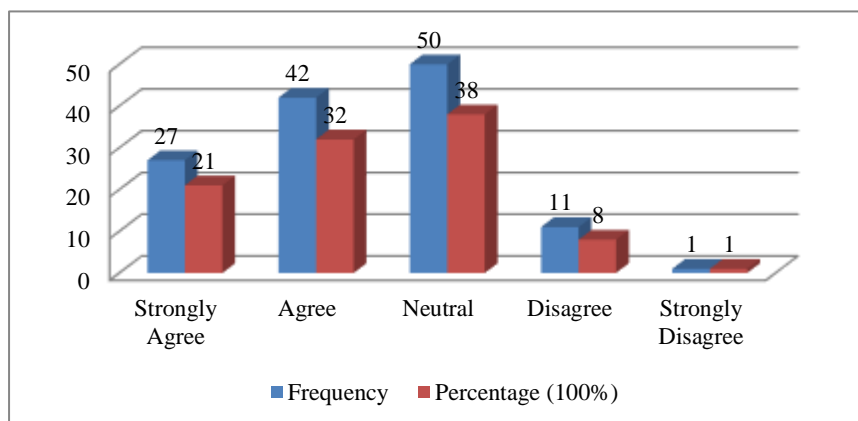
Figure 5. Frequency and Percentage of Statement No. 5



According to statement number 5, 30 (23%) students strongly agree, 45 (34%) agree, 41 (31%) are neutral, 13 (10%) students disagree, and 2 (2%) students strongly disagree. This gives evidence that the majority of students are motivated to study English. Students are in favor of studying English because they want a position that facilitates their accomplishment.

3) English language makes students easier to produce more achievements in life

Figure 6. Frequency and Percentage of Statement No. 6



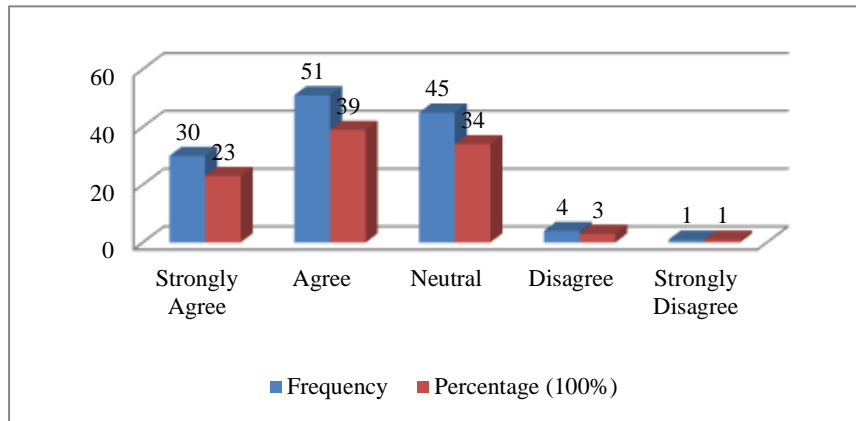
From statement number 6, There were 27 students (21%) who highly agreed, 42 students (32%) who agreed, 50 students (38%) who were neutral, 11 students (8%) who disagreed, and 1 student (1%) who severely disagreed with the statement. This indicates that the majority of students have a neutral drive to study English. Students have a neutral attitude toward learning English because they want to produce more achievements in life.

Pass the Entrance Test of College

The are 4 statements of the questions related to pass the entrance test of college as follows:

- 1) English language will make students easier to get a graduation

Figure 7. Frequency and Percentage of Statement No. 7



From statement number 7, 30 (23%) students highly agreed, 51 (39%) agreed, 45 (34%) students were indifferent, 4 (3%) students disagreed, and 1 (1%) severely disagreed of the statement. This gives evidence that the majority of students' desire to study English is neutral. Students are ambivalent about learning English because they want to have a career that facilitates the attainment of additional life goals. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because learning English will make students easier to get a graduation.

- 2) Because the students want to higher education.

Figure 8. Frequency and Percentage of Statement No. 8

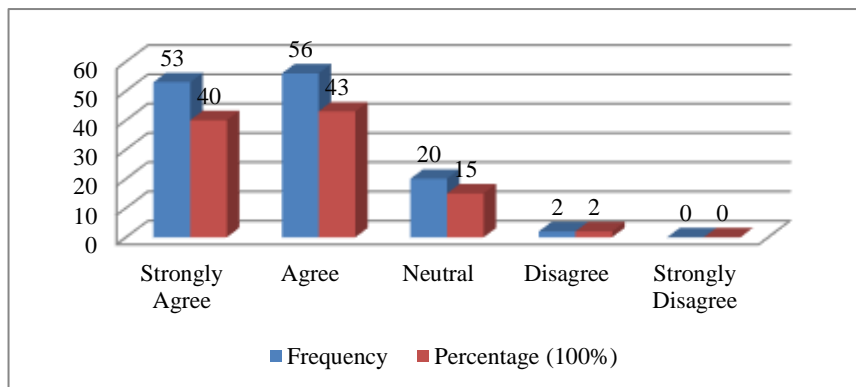
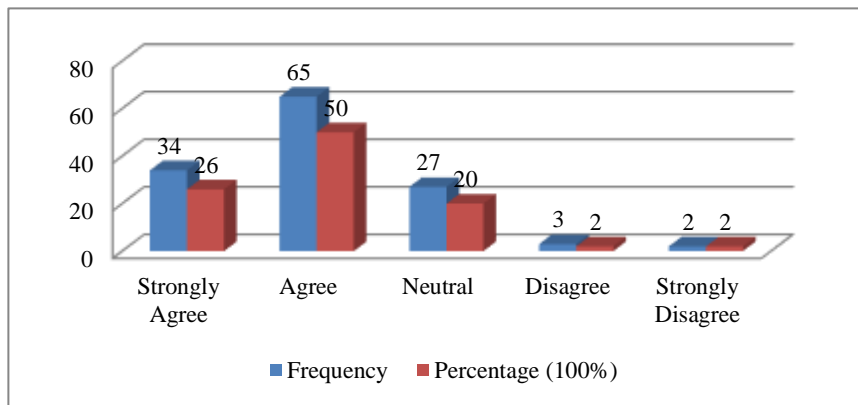


Figure 8 describe that there were 53 students (40%) strongly agreed, 56 students (43%) agreed, 20 students (15%) were neutral, 2 students (2%) disagreed, and 0 students (0%) strongly disagreed with statement number 8. This gives evidence that the majority of students are motivated to study English. Students are in favor of studying English because they want to pass the college admission exam, which facilitates access to higher education.

3) English language will make students a knowledgeable person

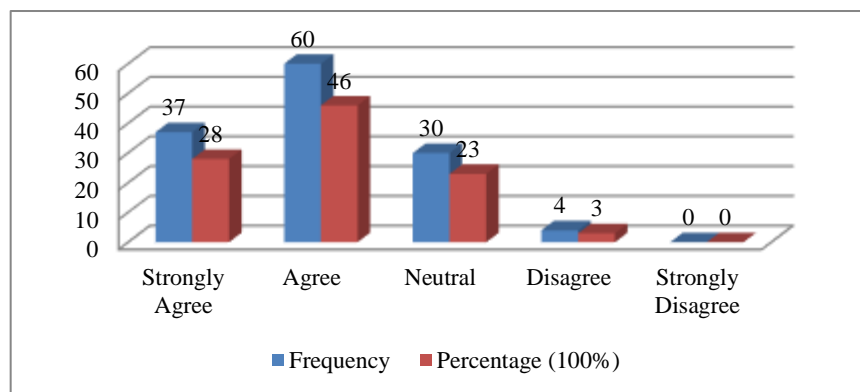
Figure 9. Frequency and Percentage of Statement No. 9



From statement number 9, there were 34 (26%) students choosing strongly agree, 65 (50%) students agree, 27 (20%) scholars are neutral, 3 (2%) students disagree, and 2 (2%) students stalwartly were injurious to with this statement. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because they want to pass the entrance test of college (education) that makes it easy to make students a knowledgeable person.

4) English language will make students an educated person

Figure 10. Frequency and Percentage of Statement No. 10



From statement number 10, there were 37 (28%) students choosing strongly agree, 60 (46%) students agree, 30 (23%) students are neutral, 4 (3%) students disagree, and 0 (0%) students powerfully disagree of this statement. This provides information that most students have the

motivation to learn English. Students have an agreeable opinion to study English because they want to pass the entrance test of college (education) that makes it easy to make students an educated person.

Integrative Motivation

Integrative motivation, according to Gardner (1985), is the wish of students to study English because they wish to comprehend the culture and join language users.

Student Want to Learn Culture of Native English Speaker

The are 6 statements of the questions related to student for learn culture original English speaker as follows:

- 1) Learning English will make students understand the lifestyle of native English speaker

Figure 11. Frequency and Percentage of Statement No. 11

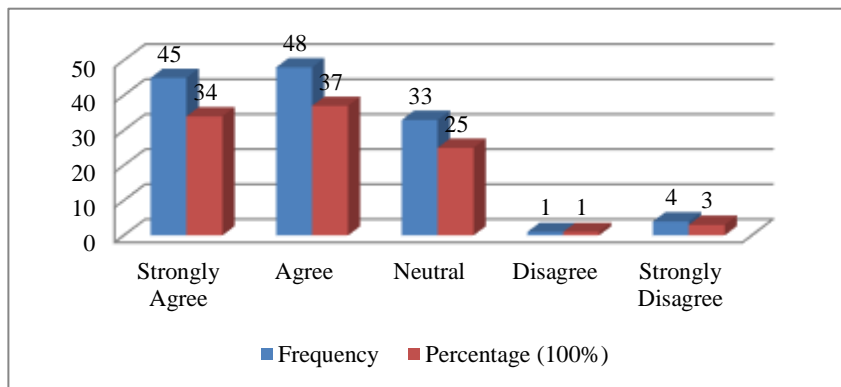


Figure 11 described that there were 45 (34%) students highly agreed with statement number 11, while 48 (37%) agreed, 33 (25%) were neutral, 1 (1%) disagreed, and 4 (1%) severely disagreed. This gives evidence that the majority of students are motivated to study English. Students are in favor of studying English because they want to grasp the culture of native English speakers (habit, thought, and artworks), which makes it simple for students to comprehend their way of life.

- 2) Because the students want to be a tour guide

Figure 12. Frequency and Percentage of Statement No. 12

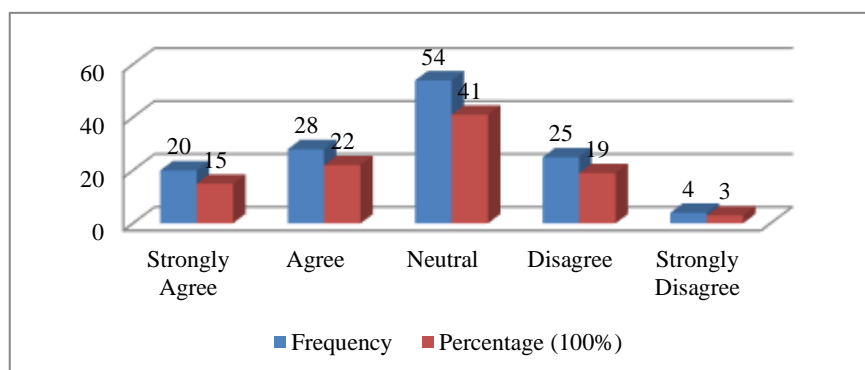


Figure 12 described that there were 20 students (15%) highly agreed, 28 students (22%) agreed, 54 students (41%) were indifferent, 25 students (19%) disagreed, and 4 students (3%) severely disagreed with statement number 12. This indicates that the majority of students have a neutral drive to study English. Students have a neutral impression of learning English since they wish to study the culture of an original English speaker (habit, thought, and artworks), which makes becoming a tour guide simpler.

3) Learning English will make students have an open mind like a native English speaker.

Figure 13. Frequency and Percentage of Statement No. 13

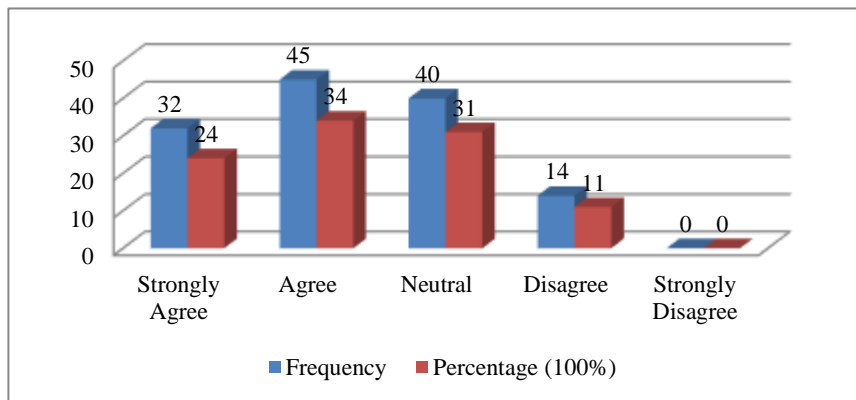


Figure 13 described that there were 32 (24%) students highly agreed with the thirteenth statement, 45 (34%) agreed, 40 (31%) were neutral, 14 (11%) disagreed, and 0 (0%) strongly disagreed. This gives evidence that the majority of students are motivated to study English. Students are in favor of studying English because they want to understand the culture of native English speakers (habit, thought, and artworks), which makes it simple for students to have an open mind like a native English speaker.

4) Learning English can make students have the opportunity to go abroad.

Figure 14. Frequency and Percentage of Statement No. 14

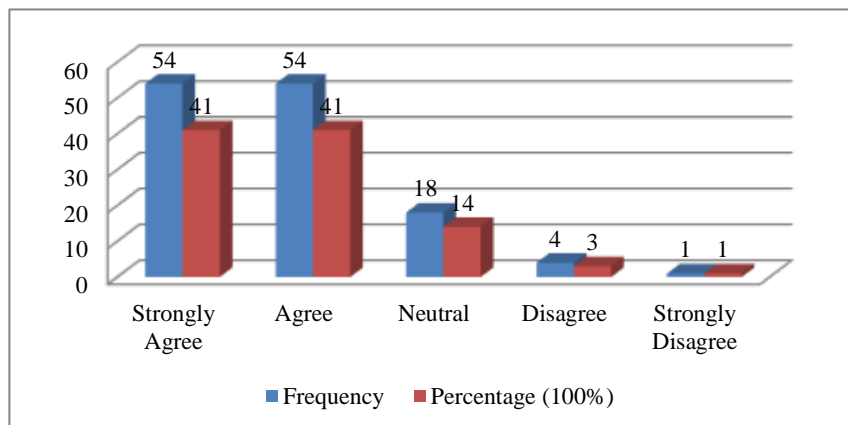
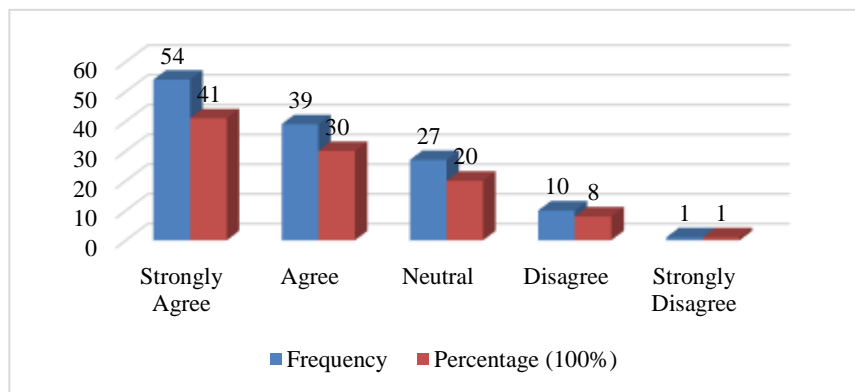


Figure 14 described that there were 54 (41%) students selected strongly agree, 54 (41%) students selected agree, 18 (14%) students were neutral, 4 (3%) students disagreed, and 1 (1%) students strongly disagreed with statement number 14. This gives evidence that the majority of students are motivated to study English. Students are receptive to studying English because they want to learn the culture of the native English speaker (habit, thought, and artworks), which makes it easier for students to travel abroad.

- 5) Learning English will make students easier to understand book, film, pop music, etc.

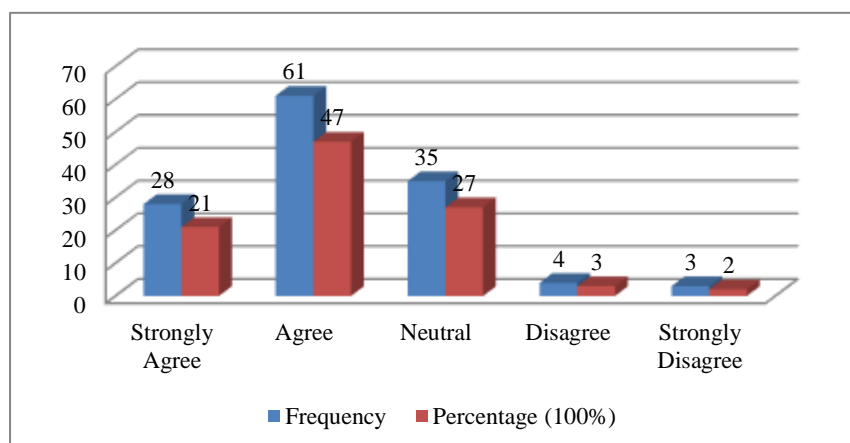
Figure 15. Frequency and Percentage of Statement No. 15



From statement number 15, there were 54 (41%) students choosing strongly agree, 39 (30%) students agree, 27 (20%) students are neutral, 10 (8%) students disagree, and 1 (1%) students strongly disagree of this statement. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because they want to learn culture originally from English native speaker (habit, think, and artworks) that makes it easy to make students easier to understand book, film, pop music, etc.

- 6) Because it will make students easier to participate freely in academic, social and cultural activities.

Figure 16. Frequency and Percentage of Statement No. 16



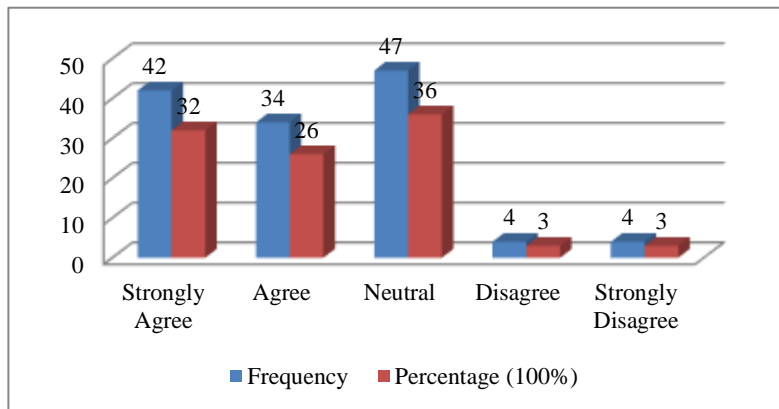
From statement number 16, there were 28 (21%) students choosing strongly agree, 61 (47%) students agree, 35 (27%) students are neutral, 4 (3%) students disagree, and 3 (2%) students strongly disagree of this statement. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because they want to learn culture originally from English native speaker (habit, think, and artworks) that makes it easy to make students easier to participate freely in academic, social and cultural activities.

Students Want to be Community of Native English Speaker

The are 4 statements of the questions related to student want to be community of native English speaker as follows:

- 1) Because the students want to have foreign friends from native English speakers

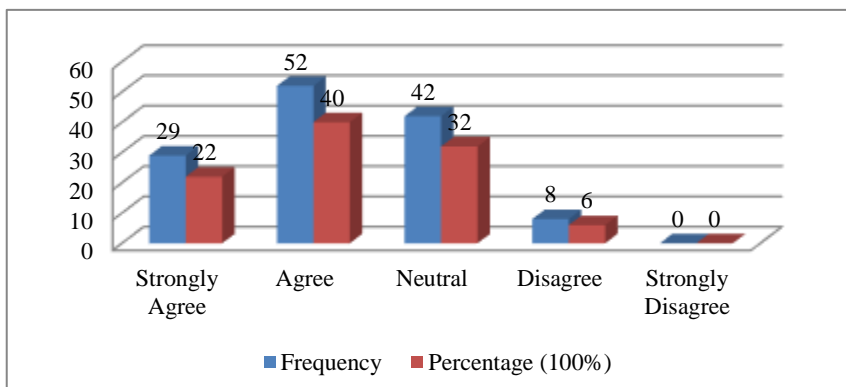
Figure 17. Frequency and Percentage of Statement No. 17



From statement number 17, there were 42 (32%) students choosing strongly agree, 34 (26%) students agree, 47 (36%) students are neutral, 4 (3%) students disagree, and 4 (3%) students strongly disagree of this statement. This provides information that most students have a neutral motivation to learn English. Students have a neutral opinion to learn English because they want to have foreign friends from native English speakers.

- 2) Learning English will make students easier to behave like a native English speaker

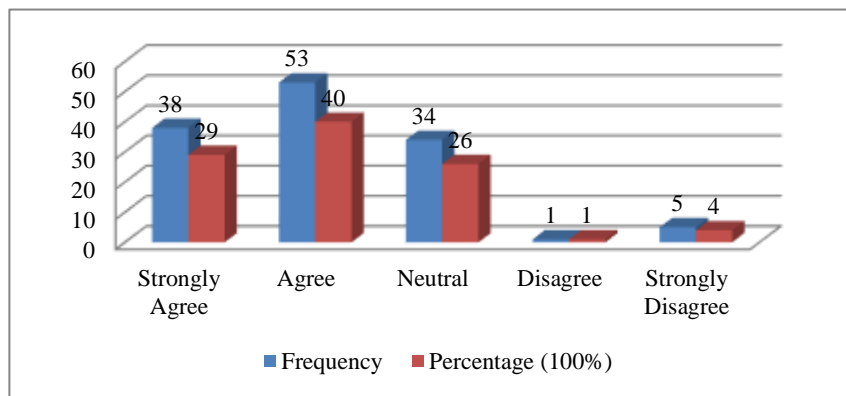
Figure 18. Frequency and Percentage of Statement No. 18



From statement number 18, there were 29 (22%) students choosing strongly agree, 52 (40%) students agree, 42 (32%) students are neutral, 8 (6%) students disagree, and 0 (0%) students strongly disagree of this statement. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because they want to easier to behave like a native English speaker.

- 3) Because the students want to learn English as best as possible to achieve maximum proficiency

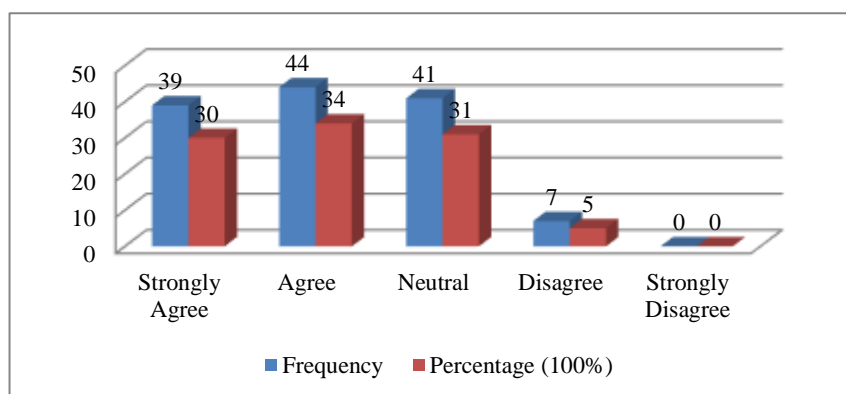
Figure 19. Frequency and Percentage of Statement No. 19



From statement number 19, there were 38 (29%) students choosing strongly agree, 53 (40%) students agree, 34 (26%) students are neutral, 1 (1%) students disagree, and 5 (4%) students strongly disagree of this statement. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because they want to be community of native English speaker that makes it easy to make me easier to learn English as best as possible to achieve maximum proficiency.

- 4) Learning English can make students speak fluently like a native English speaker

Figure 20. Frequency and Percentage of Statement No. 20



From statement number 20, there were 39 (30%) students choosing strongly agree, 44 (34%) students agree, 41 (31%) students are neutral, 7 (5%) students disagree, and 0 (0%) students

strongly disagree of this statement. This provides information that most students have the motivation to learn English. Students have an agreeable opinion to study English because can make students speak fluently like a native English speaker.

According to the results, the majority of students replied positively to the questionnaire statements. This demonstrated that the majority of students want to study English. This conclusion accords with a study done by Santosa (2018), English education majors at IAIN Surakarta have a high degree of motivation, however it must be enhanced for optimal learning results. In accordance with this research's findings that the average outcomes of this study demonstrate high motivation.

Marnina (2018), is a study titled *Motivation and Factors Influencing Students in Learning English Grammar in Class 8 at SMP Al Munawaroh Merauke*. The results indicate that internal variables are still minimal. The findings of Marnina's research vary with those of this study, which indicates that the average level of motivation is high. In addition, Kasmirah (2018) conducted research related to *Students' Motivation to Learn English at SMA Muhammadiyah 9 Makassar*. The outcomes of this research may be established from the questionnaire responses of the students. The findings of the computation indicate that the average intrinsic motivation of students is modest. The findings of Kasmirah research did not align with those of this study because Kasmirah's outcomes were moderate while those of this study were high.

On the instrumental and integrative motivation, there are expert judgments that support this study. First, the students' degree of motivation. According to the findings of the supplied instrumental data, students demonstrate strong instrumental motivation. Students want to study English so that they may get something essential in their lives, such as a decent education and a career. In accordance with Gardner's (1985) assertion, instrumental motivation emphasizes students' desire to learn English in order to derive economic and practical benefits from learning English.

This response is consistent with the opinion of Troike (2006), which states that instrumental motivation refers to the concept of purely practical value in learning a second language to improve students' career or business opportunities, give them more prestige and power, and access to scientific and technical information. Consistent with statement number 10, it turns out that among all the instrumental motivational statements, students believe that English can make them more educated. Regarding the indications of each item in the question, students tended to agree that English fluency may lead to university education and excellent careers.

CONCLUSION

Motivation influences the teaching and learning process significantly. Without motivation, it is impossible to achieve the objective of learning. Because effort and motivation influence the achievement of learning objectives. Motivation is vital for language acquisition. It may motivate

learners to attain their learning objectives. By having motivation, students will be passionate about the teaching and learning process; hence, they encouraged to study English effectively. The researcher found that based on the research results and discussion in the preceding chapter of this study. The total score of instrumental motivation is 5102 with an average score of 39, while the total score of integrative motivation is 5026 with an average score of 38. There is a high category for students' motivation to study English. There were 53 (40%) were in the very high group, 73 students (56%) were in the high category, and 5 students (4%) were in the intermediate category. These findings are also confirmed by a mean value of 77 for student learning motivation.

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