

Students' Motivation In Learning Efl

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Abstract: This article is about the students' motivation in learning English at grade eleven. The objectives of study are to determine students' motivation in learning English and to determine students' motivation factors influence in learning English. This study is descriptive quantitative research. The subject is class XI IPA 2 students in SMA Negeri 1 Bitung North Sulawesi. The instrument is questionnaire which consists of 7 statements of integrative motivation and 7 statements of instrumental motivation and there are 11 statements which influence factors. The questionnaire employed the five-point Likert scale. It is found that students have 77 % Instrumental motivation and Integrative motivation 75 %. Based on the result of data analysis presented, students had two motivation like integrative and instrumental. The instrumental motivation was higher than integrative motivation. There were two factors influence students' motivation like internal factors who consists a person of view and attitude, external factors consists of parents, facilities of school and teacher.

Keywords: attitude, learning, instrumental motivation, integrative motivation

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I. INTRODUCTION

Background of Research

Motivation is the most relevant in learning because it engages active process like conscious and deliberate activities, it also influence students' goal if they do not pay attention and exert some effort. Students must force and drive both of process if they want to be a successful and efficient learner because motivation is one factor which also played a great role in studying English. (Soon, 2008: 11-14). Students need to have a strong expectation that they will achieve the desired outcome, or be successful in a learning activity. If they believe success is beyond their capacity, they will be demoralised and thus less motivated. However, even if students possess a strong expectation of success but don't value an activity or outcome they will not be motivated.

Motivation is framed in the terms of things like interest and preference or building students' self confidence and self-esteem or rewards or goals. It has also a big impact for student's achievement, it is also rooted in students' subjective experiences, especially those connected to their willingness to engage in lesson and learning activities and their reason for doing so. There are three motivations' problem that found by expert. There is student's problem found in their English language is lack of motivation which caused by family background, culture, social environment and method of learning. Dembo (as cited in Mei, 2004: 185). Students with limited ability have difficulty in developing expectations and it also makes them difficult to learn in such situations which sometimes leads them to focus only on performance goals but not learning objectives, thus influencing low achievement in academic ability due to motivation problems. (Brophy, 2004: 127).

To support this problem, the researcher uses some theories. Motivation can influence for students' attitude and their doing in their learning in all aspects. Zhou (as cited in Mei, 2013: 185). Learners have pleasure to learn English when they receive internal motivation which predicted by perceived English language ability and independence. Wu (as cited in Mei, 2013: 185). Students will pleasure their language learning if they have strong motivation. Sakiroglu (as cited in Mei, 2013: 185). The key concept in learning foreign language which found in motivation Klimova (as cited in Mei, 2013: 185).

According to other researcher (Lamb, 2004: 3), knowing student's motivation is very important because we know what do they based to learn something especially on English learning, or they have a goal so they want to learn something. Sometimes, students learn English language because they have a goal like to be a teacher, a tutor guide and others or students learn English because they interact with someone who speak English.

Researchers' expectation is students are able to speak English fluently and has good motivation because the motivation can increase knowledge, attention and effort. It is framed in the terms of things like interest and preference or building students' self confidence and self-esteem or rewards or goals, and then they get a good score in test and others. But the reality that the researcher had found that students of Indonesia were not able to speak English language and they could not competitive with the foreign workers or students in this

modern area. it looks a lot of students and collegions who after graduation, they are unemployed because they do not get one of the required standards including able to speak English.

Problemsof Research

1. What are students' motivation in Learning English at grade eleven of SMA Negeri 1 Bitung North Sulawesi?
2. What factor influence students' motivationin Learning English at grade eleven of SMA Negeri 1 Bitung North Sulawesi?

II. METHODOLOGY

This research is a kind of descriptive quantitative in which the data collection is based on closed questionnaires. The subject is second grade in SMA Negeri 1 Bitung North Sulawesi. The sample is class XI IPA 2.

The data is analyzed based on some steps:

1. The researcher classify the motivation based type of motivation and analyze by likert style, after that identify which one motivation that student have in learning English.

Answers	Explanation
0% - 19.99%	Strongly disagree
20% - 39.99%	Disagree
40% - 59.99%	Neither agree or disagree
60% - 79.99%	Agree
80% - 100%	Strong Agree

2. Then the results of calculation of respondents' answers as follows:

First question

- a) Respondents who answered strongly Disagree (1)
- b) Respondents who answered Disagree (2)
- c) Respondents who answered neither Agree (3)
- d) Respondents who answered Agree (4)
- e) Respondents who answered Strong Agree (5)

3. Measure the percentage of motivation

The ideal Score = the highest criteria x sum of respondents

Sum of score = all of score are divided from strongly disagree until strong agree.

% percentage = (sum of score : the ideal of score) x 100 %

4. Describing the data based the result found and the researcher uses excel to calculate the data.

III. RESEARCH FINDING AND DISCUSSION

1. Students' Motivation in Learning English at Grade Eleven in SMA Negeri 1 Bitung North Sulawesi.

There are two motivation that students have in learning English such as Integrative and Instrumental. It seen from Based on the problem after the researcher gave the questionnaires for 38 students, the researcher found that there are two motivation such as Integrative and Instrumental Motivation. Integrative Motivation consists of 1,3,5,7,9,11 and Instrumental Motivation consists of 2,4,6,8,10,12,14. Between two motivations, students have a high instrumental motivation than integrative. It seen from the table 1.1 students have 75 % IntegrativeMotivation than InstrumentalMotivation 77 %

From the table of data, the questionnaires show the following results.The researcher take a statement from the sample get a high percent . 75 % students agreed that they are learning English because

- a. They like and interest to learn it. There are 29 students agree with this statement.(84%)
- b. They areinterest with people who speak English.There are 28 students agree with this statement(88%).
- c. It is an international language which they can use to converse with the foreign people.There are 29 students with this statement (79%)

- They wish they were fluent in English. There are 31 students agree with this statement (81%). 77 % students agreed that they are learning English language because it will need for their career. There are 29 students agree with this statement (84%) It will be useful in getting a good job. There are 28 students agree with this statement (88%) It will help me to obtain a high paying job in the future. There are 29 students with this statement (79%) They can read English Text easily. There are 31 students agree with this statement (81%).

2. Factors Influence Students' Motivation in Learning English at Grade Eleven in SMA Negeri 1 Bitung North Sulawesi.

There are two factors influence students' motivation in learning English such as Internal and External Factor. It seen from Based on the problem after the researcher gave the questionnaires for 38 students, the researcher found that there are two factors influence Motivation such as Internal Motivation and External Motivation. Internal Motivation consists students do not pay much attention the feedback they receive in their class as much as 56 %, They do not get anxious when they have to answer the questions in My English as much as 64 %, They interest to learn English language as much as 79 %, They felt bored with English materials as much as 54 %. External Motivation consists Parents give learning motivation for learners as much as 79 %, Parents monitor students' learning activity in their house as much as 71 %, Adequate Facilities and Infrastructure as much as 68 %, A more comfortable school environment motivate students to study hard as much as 77 %, My English teacher has dynamic and interesting teaching style as much as 83 %, Teacher corrects homework as well as English duty and provide value as much as 85%, My English teacher is a great source of inspiration for me as much as 80 %.

After Description above, the researcher conclude, there are two factors influence student's motivation according to data above.

- a) Internal factors consists of A person of view and attitude.
- b) External Factors consists of Parents, the facilitate of school, and teacher.

IV. DISCUSSION

In this discussion, The researcher explains the reason of finding about the research problem. After researcher conducted the research in SMA Negeri 1 Bitung North Sulawesi,

There are two kinds of Motivation such as Integrative and Instrumental Motivation, and there two motivations factor influence students' motivation such as internal factors and external factor. This finding are relevance for the the purpose of this research such as to determine students' motivation in learning English and determine the factors influence students' motivation. They have answered about the problem and the purpose that researcher made.

So, the purpose of this research has been achieved. The implication of this research is this research can be guide for teachers to understand students' motivation in learning so that it can provide understanding based on the students' condition and needed so that the role of teacher not only focus on teaching but lead to know what their motivation in learning English. This research can be done by using different instrument such as interview and observation later, this research that still needs to be done in the future.

V. CONCLUSIONS

Based on the research finding that researcher found After the researcher gives the questionnaire to 38 students which all of them are XI IPA 2 such as;

There are two motivation that students have in learning English are Integrative and Instrumental Motivation. There are 26 students agree that they have Integrative and Instrumental Motivation. The percentage of instrumentally motivated students is higher (77%) than integratively motivated students (75%) so in XI IPA 2 context, students are highly instrumentally motivated in learning English Language.

There are two factors influence students motivation are Internal Factors and External Factor. Internal Factors consists A person's view of the language being studied and A persons' Attitude being Learned. It refers for students itself. External Factor consists Social Environment, Parents, School, Teachers.

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