

## Students' Motivation in Learning English

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### Highlights

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**Abstract:** This study aims to know the students' motivation in learning English. The researcher used interview as instrument of the study. The subjects of this research are the students of SMP Kartika Kendari in seven grades on academic year 2022/2023 which consists of 8 students using purposive sampling technique. This research used descriptive study. The researcher focused on the intrinsic motivation which are interest, need, hobby, and goals. The result showed that all the students had high motivation in learning English whether it is because of the interest, need, hobby and goal.

**Keywords:** *Students' Motivation, Learning English, Need, Interest, Hobby, Goals.*

## Introduction

In general, English is international language that used to communicate with foreign language and some countries use English as second language. English is important to learn it because the language used to all over things is English such as game online, social networking, transportation, products, a thing that is used daily life. In learning English that have some factors to support learning English which is one of the factors is motivation. English also takes important role of in every aspect of human life, such as education, technology, communication, economics, and science. The students' acquisition in learning English is determined by several factors namely students' strategy in learning English, intelligent, teachers' strategy in teaching English, students' experience in learning English, motivation, students' facilities, background of the study (Halimah, 2009). Schools, university, and other education institutions serve media to improve the quality of human resources of a nation. There are the places where society creative and skill can be development.

Motivation is an important part of someone and maybe everyone will try to learn something. Motivation becomes important if you want to learn the language. Hayikaleng, Nair and Krishnasamy (2016), state motivation is regarded as an important component to make students success in in their English learning. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. Lai (2011), motivation refers to reasons that underlie behavior that is characterized by willingness and volition. In other words, motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language. Furthermore, teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016).

Motivation is one of the most important factors affecting students' performance of English learning, which is widely concerned by foreign language teachers and researchers for a long time (Lai, 2011). Ryan and Deci consider, to be motivated means to progress or to be in motion to do something (Sepora, 2013). Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge. Motivation that there is a dialectical relationship, which learning can produce motivation, and motivation can promote learning again, as Ausubel says, there is the complementary typically relationship between Motivation and Learning. Thus, learning motivation plays an essential role in learning English. In the course of learning foreign languages, students with strong motivation can always make good achievements while students without intrinsic motivation are often losers of language learning (Long, et.al 2013). The study about motivation in learning foreign language has been carried out by many previous researchers such as Gardner & Lambert (1972) & Elis (2003, p. 75-76).

Motivation is crucial in learning other languages. Pinter (2006:36) stated, "When we learn our first language, it is all a natural part of growing up." Peoples who learn a new language, their

motivation to learn are related to wanting to fit in with people in their new community. An interesting study by Nikolov (1999), a Hungarian teacher, trainer, and researcher, shows that children as they get older typically draw on different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake. Motivation is one of influential factor in English learning. Motivation is a factor of high or low of the goal (Brown, 2004). Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. For decades, studies in this area have been principally concerned with describing, measuring and classifying its role in theoretical models of the language learning process. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning (Anjomshoa & Sadighi, 2015). It is important to think about motivation as the essence of language teaching because of the stark realities of learning English for most of our learners. All of the conditions that we know contribute to successful second language learning are lacking in most EFL contexts: there just is not enough English input in the environment, there probably are not enough opportunities for interaction with English speakers, there usually are not enough strong role models promoting the learning of English, and there may not be widespread enough social acceptance for the idea of becoming proficient in English. Because of these adverse conditions, a learner has extraordinary motivation in order to succeed at learning a foreign language (Gilakjani, 2012).

Motivation divided into two main types that are intrinsic motivation and extrinsic motivation. Ur (1996:280), defines intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and it a cultural, political and ethic association. According to Sardiman (2014:89) intrinsic motivation is a motive that becomes active and functioning does not need to be stimulated from the outside, because in each individual manage something. Intrinsic motivations are inherent in the learning situations and meet students' need and purposes. People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understanding it. There are some aspects that cause intrinsic motivation, they are: (1) Interest: students with an interest in a subject tend to pay attention to it (Achmad & Yusuf, 2016). They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. The learning process will run well if students have interests. They will study regularly or effectively and they will be a success if they have a high interest in the subject being learned. (2) Need: according to Vandenbos (2016, p. 612), need is a condition of tension in an organism resulting from deprivation of something required for survival wellbeing, or personal fulfillment a substance, state or any other things. It means that need is a circumstance in which something is necessary. (3) Hobby: this is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. So, hobby is an activity which is done for pleasure and enjoyment. For example, 'John's hobby is reading', and so he always tries to read a book in his free time. (4) Goal: Gage and Berliner (1984) also say that motivation is closely bound with a person's

desire to achieve a goal. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them. Every individual, before they do what they want to do, they usually have a goal first. While, according to Ur (1996), extrinsic motivation is derived from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation is active and functions if there is stimulation from the outside. For example, a person studies because he knows that tomorrow morning there will be a test, and so he studies in the hope of achieving a good score. Gage and Berliner (1984) also say that this motivation can also appear or come from teachers, parents, and the environment.

Learning English cannot be separated with motivation. In other words, success or failure someone in learning English depends on his/her motivation level. Some of students feel English is a difficult subject and hard to study, but he/she has high motivation, so that he/she will try to get success in learning English. On the contrary, some of students feel English is a bored and waste time subject because he/she has low motivation in learning it. As a result, he/she was failed in this subject. Therefore, motivation is a key to get success in learning process. Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Motivation is a simple word to say but it is hard to define. Motivation is considered as important aspect to do certain activities in order to be success. Almost all works done requires motivation as activator and encouragement in doing the best effort, one of them is studying foreign language. When a student is motivated in learning English, he/she will make the best effort to achieve it. He/she will try to master in English in any way.

On the contrary, if a student is not motivated in learning English, he/she will not pay any attention of it or even does not care about it at all. Therefore, motivation is considered as essential element together with capacity to achieve success in learning the target language. To understand what motivation is, it is important to know the definition of motivation, types, sources and roles of motivation. There are some definitions related to motivation from many psychologists. Based on some definition above, it can be concluded that motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something, because this desire pushes someone to make strong effort in each activity done, in this case learning English. Therefore, a teacher or lecturer should know if his/her students' have high or low motivation in learning English especially in the classroom so that teaching and learning process becomes effective and efficient as well. In my opinion, motivation is defined as a process where the learners' attention becomes focused on meeting their scholastic objectives and their energies are directed towards realizing their academic potential. By understanding all the aspects that exist in the student himself and afterwards determining how to create and develop the motivation by itself. So students feel comfortable and easy to learn English.

Some empirical investigations on the students' motivation in learning English have been conducted by several researchers. The first is research from Al-Tamimi & Shuib (2009), which identified Motivation and Attitudes Towards Learning English the findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation. On the other hand, data for the students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students positive orientation toward the English language. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of the English-speaking world as represented by English-language films. Finally, some pedagogical implications that would help tap the students' motivation and attitudes were presented. This study has in similarities and differences with My research. The similarities both use the same research design that is descriptive qualitative research design and focus on student motivation in learning English. But there is a difference between these studies. The object of research conducted in Hadhramout University of Science and Technology and also focuses on student behavior. While the object of this study is junior high school students in SMP Kartika in Kendari, Southeast Sulawesi, Indonesia. And focus only on student motivation in learning English.

The second is a study from Cetin (2015), about Students' motivation and Learning and Teachers Motivational Strategies in English Classroom in Turkey, the findings showed that most students had a relatively high level of motivation, and many reported having internal interests in learning English; however, the level of learning was not assessed to be as high. Furthermore, a few students in almost every class showed a lack of motivation. The teachers were found to employ a variety of motivational strategies, including autonomy-support and controlling styles. While autonomy controlling strategies were commonly used in these classes, autonomy-support strategies were found only in highly motivated and high performing classrooms (Cetin, 2015). This research has in common with My research. The similarity of both is to examine the motivation of students when learning English in the classroom. However, there is a difference between the studies. Research conducted by Cetin focuses more on the motivational strategies used by teachers in English classroom learning, whereas this research only focuses on knowing how to motivate students when learning English in the classroom.

The third is a study from Zain et al. (2019), showed the positive improvements in the students' motivation. The primary focus of this study is the use of movie clip in order to enhance students' motivation in learning English. The improvement of students' motivation could be seen from the result of the observation done toward the teaching and learning activity. At the end of the cycle, there were better results from the action done. There was an improvement of students' motivation. By implementing movie clip as the teaching media, the students looked more enthusiastic and interested in the learning process. This research has in common with My research. The similarity of both is to examine the motivation of students when learning English in the classroom. However, there is a difference between the studies.

Fifth, research from Nichols (2014), about *Motivating English Language Learners: An Indonesia Case Study*, The result, in Chinese Indonesian students in a Year 12 English classroom. Student surveys indicated preferences for the use of audiovisual material and the use of collaborative reading quizzes. The implementation of these strategies resulted in positive levels of attention and engagement in the classroom, but no increase in levels of intrinsic motivation were observed. This research has similarities and differences with My research. The similarity of both examines the motivation of English learners. Which focus on the motivation of English learners. However, there is a difference between that research. The research design conducted by Nichols is the design of quantitative research, while the design of this research is descriptive qualitative research design.

Related to the explanation above, we know that motivation is considered success in studying a new language in the classroom circumstances. By knowing about the students' motivation, teachers can know their students' interest. So, the writers carried out of study entitled "Students' Motivation in Learning English". This study will be carried out the students' motivation of seven grade at SMP Kartika Kendari. This study was conducted to survey how the students' motivation in learning English of seven grade at SMP Kartika Kendari. This study is limited to the learning motivation of seven grade at SMP Kartika Kendari. It focused on the students' intrinsic motivation in learning English. Furthermore, the research question of this research is: "what is the students' motivation in learning English at SMA Kartika Kendari?".

## **Method**

In this study, the researcher employed qualitative descriptive. Where the data is described objectively or based on interview. Creswell (2018, p. 41), states that qualitative research is a method of investigating and comprehending the meaning that individuals or groups attach to a social or human issue. Dörnyei (2007, p.19), adds "qualitative data which usually involves recorded spoken data (for example, interview data) that is transcribed to textual form as well as written (field) notes and documents of various sorts". This research method was useful to describe qualitative information and at the same time to clearly describe students' motivation in learning English.

The subject of this study was students of SMP Kartika Kendari in seven grade on academic year 2022/2023. This class consist of one class consisting of 34 students, but the researcher chose 8 students as the subjects of this study. Their ages are around 12-13 years old. The researcher used purposive sampling to select participants with some considerations. Sugiyono (2016) says that purposive sampling is a sampling technique of data source with a certain consideration. Moreover, according to Ary, et al (2010) stated that in purposive sampling, sample component judged to be typical, or representative, was selected from the population. In this study, the researcher selected students who had high rankings, middle ranks, and lower ranks in the class. It was to see if they have high motivation in learning English. The researcher used interview as the instrument of this study. The interview is used to obtain the data related to the students' motivation in learning English at SMP Kartika Kendari. In analysis the data the researcher did: (1) making a transcribed the data of interview for each student, (2) categorizing/ coding the data based on the colors, (3) displaying the data in the short of narrative for each question based on the four categories of students' motivation; interest, need, hobby and goal. Each category was explained descriptively and proven by the results of student interviews, (4) The last was making a conclusion of the data of interview.

## **Findings and Discussion**

### **Findings**

Based on the result of the research, the researcher found four motivations of students in learning English. All the motivations were intrinsic motivation, such as interest, need, hobby and goals. The interview was conducted to 8 students. The researcher did interview from 12-13 May 2022. The researcher conducted interviews two times due to time constraints. Each interview took 40-50 minutes, and each student took 5-10 minutes. The researcher did interview face-to-face with the students at SMP Kartika Kendari. The researcher asked 10 questions related to the students' motivation in learning English.

The outcome of the interview represented that the learners were motivated, because the learners feel that English is important as an international language and also, they think that English can assist them to communicate widely and useful in many aspects of life. Then, the researcher asked about when students start learning English. Based on the students' responses 7 of 8 begin studying English since Junior High School, but there was also who study English since Third Grade in Elementary School. The researcher also asked about did students always attended the English class on time. Most students said that they were always attended the English class on time. The next question was what they think if they could not attend the English class. All students' responses were positive. Some students felt anxious if not attended the English class, other students said they felt lost and missed the lesson, and there was a student who was afraid of the teacher if does not attend the class. More question is about what made students learn English. The students thought that English is compulsory learning so students must participate. Moreover, the researcher also asked about why learning English is interesting. All the students found learn English was interesting because the usefulness of English itself, such as they can talk to people who know English and can understand what they are saying, they can know and speak English, they can go to abroad and speak English with people there and they also said by knowing English they can easily communicate with people in abroad.

The next question, the researcher asked about did they need to learn English. All students thought that they need to learn English, but they have different points of view in the need of English. One student response was needed to learn English because he can go to other countries, there were also students who thought they need to learn English because English is very needed and important. And then, there were students who response that they need to learn English because they have lack of knowledge in English and want to improve English skills. In other hand, there was student who said he need to learn English for playing. And the last, there was one student who need to learn English because English is international language and can easily speak with others. The researcher also asked about how important learning English it is. All students thought that English was very important because of certain circumstances. There were students who thought English was important because most of people learn it and English is used everywhere. In other hand, there was one student who said that English is important in modern era. And the last, there were two students who respond that English is important to looking for job and continue study. Moreover, the researcher asked the students about did they had a hobby that could support

in learning English. Most of students has hobby that could support in learning English such as listening to western movie, playing games, listening to music and also watching cartoon such as Moana and Frozen, and watching YouTube.

The researcher also asked about what their own goal in learning English was. All students have a good goal in learning English such as they want to be a teacher, there were also who said they want to know and understand English well was their goal in learning English, and there was also who learning English to communicate with people in abroad. The last question was, did the students learnt English because they want to communicate with the native speakers or because its benefits in the future. The students' responses 3 of 8 students learn English because its benefit in the future for example they can be a teacher or translator. In other hand, there was students who learnt English because they want to communicate with native speaker or to continue study in overseas. Moreover, there were student who thought the benefit of learning English was to find a job.

All the motivations that the researchers found led to intrinsic motivation, so the researchers concluded that students' motivation to learn English was due to interests, needs, supporting hobbies, and supporting goals.

From the explanation above, it is clearly indicated that students of seventh grade at SMP Kartika Kendari motivations was interest, hobby, need and goals. There were students who said they were interested in learning English because they think that learning English can help them communicate with native speaker or the people from overseas. But there were students who are not interested in learning English because they think that English is hard to learn so that's why they choose another subject. Students were also motivated to learn English because they thought they needed English to go abroad and to find jobs in the future, besides that they also thought that English could support their hobbies such as playing games, listening to music, and watching western movies.

## **Conclusion**

Based on the data of interview, the researcher found that many students were having motivation in learning English because of some reasons; (1) The students interested in learning English because the students feel happy when study English. (2) Students thought English is international language so many people used to make them easily to communicate. (3) Some students motivated in learning English because they want to go to abroad to continue college and for holiday. (4) There are students who said that they want to learn English because they liked to play games that is used English language. (4) The students liked to listen English songs and watching western movie, so they motivated to learn English to easily understand the meaning of the songs and the movie. (5) And the last, because some of the students want to be an English teacher, or they thought that if they know English it can help them to find out a good job in the future.



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