Students' Motivation in Learning English

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Abstract	This study is to explore the students' motivation in learning English. The kind of the research is quantitative research. The writer presented 40 items of questionnaire. Population of this research were the students at the sixth semester of English Department IAIN Padangsidimpuan (112) and the samples were 28 respondents that is taken by simple random sampling technique. The research is done by online. The data were taken by Google-Form or questionnaires trough Whats-App Group. Based on calculating the data, it was found that the highest scores was 172 and the lowest score was 122 . The mean score was 147, the median score was 149.7857 and the mode was 153.9. Students who has high motivation were 14.2% and medium were 64.2% and the students' motivation who has low motivation were 21.4%. It concludes that the students' motivation in learning English were medium category. **Keywords:** Students' Motivation; Intrinsic Motivation; Extrinsic Motivation; Whats-App; Learning English.
Abstrak	Tulisan ini untuk mengetahui motivasi siswa dalam belajar Bahasa Inggris. Jenis penelitian ini adalah kuantitatif deskriptif. Populasi penelitian ini adalah mahasiswa pada semester enam jurusan Bahasa Inggris IAIN Padangsidimpuan (112) dan sampelnya 28 reponden dengan menggunakan simple random sampling technique. Penelitian ini dilakukan secara online. Data diambil dari Google Formulir untuk angket melalui Whats-App Group. Berdasarkan perhitungan data, skor tertinggi adalah 172 dan skor terendah adalah 122. Mean skor 147, median 149.7857 dan modus 153.9. Mahasiswa yang memiliki motivasi tinggi adalah 14.2%, medium 64.2% dan rendah 21.4%. Dapat disimpulkan bahwa motivasi mahasiswa dalam belajar Bahasa Inggris adalah kategori sedang. **Kata Kunci**: Motivasi Mahasiswa; Motivasi Intrinsik; Motivasi Ekstrinsik; Whats-App; Pembelajaran Bahasa Inggris.

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INTRODUCTION

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.

Motivation is the reason or what cause someone to do of achieving something. Motivation as a critical factor in the process of learning and teaching, is defined as some internal drive which pushes someone to do things in order to achieve something (Thohir 2017). Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the success of foreign language learning. When the subjects really have positive attitude towards the target culture and English-speaking people, they will enjoy learning English as much as possible and thinking English as an important part of learning and will put great effort to learn. Therefore, they will improve their language skill also (Tiara, Supardi, and Salam 2017). It means motivation is one the key factors influencing the success of foreign language learning.

This research was important to be researched because this research would solved the problems and ambiguities about the students' motivation that influenced the students' motivation in English especially. In addition, the research did in pandemic Covid-19. So, the research did via online. It concludes, everyone can use this research as alternative to do in certain condition and situation and this research was simple.

According to Sirin, there are many variables that influence the student's achievement. These variables, also called "learning variables," are almost entirely related to physiological, psychological, and social situations and conditions while according to Ozguven in Sirin, learning variables affect the student's "learning situation," and hence the level of success positively or negatively, (Şirin 2020). Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related, (Lai 2011). It means that motivation is the reasons for people's actions, desires, and needs or one's direction to behavior.

Students 'motivation is one's direction to behavior or what causes students to want to repeat a behavior and vice versa and it is a desire in a student that causes the students' acts, usually the students' acting for a reason to achieve the goal. The function of motivation which are encouraging humans to act, determine the direction of the action in the direction to be achieved, and selecting actions which determine what actions must be done to achieve the goal, (Emda, Amna 2017). It means that the function of motivation is as the direction of the action to be achieved something.

There are seven characteristics of students' motivation based on Ur's theory, (Daskalovska, Koleva, and Ivanovska 2012). The characteristics are positive task-orientation, ego involvement, need for achievement, high aspiration, goal orientation, perseverance and tolerance of ambiguity. If someone has these characteristics it means that he or she has motivation.

The kinds of motivation which are integrative and instrumental motivation, (Alizadeh and Branch 2016). Intrinsic and extrinsic motivation, (Legault 2017). Gardner and Lambert stated that integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society. Integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group. Instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on Moreover, instrumental motivation arises out of a need to learn the L2 for functional or external reasons, (Jafari 2012). McCullagh defines intrinsic motivation as an individuals' need to feel competency and pride in something (Kuranchie-mensah and Amponsah-tawiah 2016) and extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment outcome that is separable e from the action itself, (Legault 2017).

According to (Ningrum and Matondang 2017), in Abdel Rahim stated that there are some factors influence the development of student's motivation and causes lack of student's motivation to learn.

1) Factors influence the development of students' motivation such as home environment, school-related success and failure, teachers' beliefs about teaching and learning, school wide goals, policies and procedures and classroom climate.

2) What causes lack of motivation to learn in general and English in particular such as lack of interest in learning, poor academic aptitude, dissatisfaction of basic needs, psychological strain, and parental expectations.

Skill and will (motivation) go together. Usually, students who are gaining in skill are gaining in motivation as well, and confidence can be a problem when other motivations are not a problem for a student, (Ningrum and Matondang 2017). So, motivation without skill is not working or skill without motivation it would be nonsense.

METHOD

The research used quantitative research (Rangkuti Ahmad Nizar 2014) with the questionnaire that the data were taken from Google Formulir trough Whats-App Group (WAG) about the students' motivation in learning English. The writer presented 40 items of questionnaire. There are two kinds of items which are positive and negative statement. Positive statement is 22 items and negative statements are 18 items. Then the researcher chooses Likert scale as scale to measure students' motivation in learning English, (Arikunto 2014).

The respondents of this research were the students at the sixth semester of English Department Faculty of Tarbiyah and Teacher Training IAIN Padangsidimpuan. The writer used simple random sampling and the totals of sample for the research were 28 students. The data analyzed by using some steps suggested by (Ahmad Nizar Rangkuti 2015) start from calculate the mean, median and mode score. Then, the writer categorize the data into some categories to describe the students'motivation, (Hadijah 2016). The categories are high, medium and low, ('Uyun Qurrotul 2018) .

Table.1
Distribution of Category Norms
Adopted from Saifuddin Azwar (2007),Penyusunan Skala Psikologi.

No.	Norm Formula	Categories
1	$X < (\mu - 1.0\ \delta)$	Low
2	$(\mu - 1.0\ \delta) \leq X \leq (\mu + 1.0\ \delta)$	Medium
3	$(\mu + 1.0\ \delta) \leq X$	High

μ = mean score

δ = standart deviation

RESULT AND DISCUSSION

The writer shows the research result that has been done. Based on the measuring the questionnaire by Likert Scale and the writer presented the score of students' motivation in learning English with the following table.

Table. 2
The Score of Students' Motivation

No	Initial	Numbers of Questionnaire																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	SAN	5	4	4	5	3	3	3	4	1	2	4	5	1	3	4	2	5	3	2	3
2.	UH	4	4	2	4	4	2	4	4	2	4	2	5	2	4	4	2	4	2	2	3
3.	MW	5	5	5	5	5	3	4	5	5	5	4	5	4	4	5	1	5	4	4	3
4.	HR	4	4	5	5	5	3	3	2	4	5	3	5	3	5	5	2	4	4	4	3
5.	PSI	1	5	5	5	5	4	4	5	3	5	4	5	4	5	5	4	5	1	4	4
6.	KA	4	3	4	4	4	4	4	4	4	4	2	4	3	4	4	2	4	1	4	3
7.	ADP	4	3	5	5	5	4	5	5	5	5	5	4	4	4	5	5	5	1	4	3
8.	RHH	5	5	5	5	5	1	1	5	4	4	3	3	1	3	5	1	4	2	2	3
9.	SWH	5	4	5	4	5	2	1	5	4	4	2	5	4	5	5	4	5	2	4	4
10.	SH	4	4	4	5	5	4	4	5	4	5	2	5	4	4	5	2	5	2	4	4
11.	SS	5	4	4	4	3	2	4	4	4	5	4	3	2	4	5	2	4	2	4	4
12.	RH	5	4	5	5	5	2	4	3	4	4	4	3	3	3	4	4	4	3	4	4
13	FAS	2	3	4	4	4	4	3	4	4	4	2	4	3	4	4	2	4	2	3	3
14.	PS	4	2	4	5	5	4	4	3	4	5	4	3	3	4	4	2	3	2	3	2
15.	OVH	5	5	5	5	5	4	1	4	5	4	3	4	3	4	5	4	5	5	5	5
16.	AM	4	4	2	4	5	2	2	5	4	5	4	5	5	4	5	4	5	2	4	2
17.	PAP	4	4	5	5	5	4	5	4	2	4	5	4	5	5	4	2	5	5	5	3
18.	RAH	4	4	3	3	4	2	2	3	4	3	2	4	2	4	3	2	3	2	2	2
19.	DS	4	4	4	4	4	4	4	4	2	4	4	4	3	3	4	4	4	4	4	4
20.	AH	5	4	5	5	5	4	2	5	4	4	4	5	2	4	5	1	5	2	5	2
21.	DH	4	4	1	5	4	2	3	5	4	4	4	4	2	4	1	2	1	2	4	4
22.	SK	4	4	4	5	4	4	4	4	2	4	4	4	4	4	4	4	5	2	4	3

No	Initial	Numbers of Questionnaire																			
23.	NS	4	4	5	5	4	3	2	4	3	4	3	4	2	3	4	3	5	2	1	2
24.	RY	4	3	5	5	4	3	4	5	2	4	5	4	3	5	5	5	5	3	5	3
25.	GN	4	4	5	5	4	2	2	4	4	5	4	4	2	4	4	4	4	2	4	2
26.	NRSP	3	4	4	4	4	4	5	3	3	4	4	3	4	3	5	3	4	5	4	4
27.	RA	4	3	4	5	5	3	4	4	4	4	5	4	5	4	4	2	4	4	4	4
28.	SN	4	4	3	4	4	4	3	4	4	5	3	4	4	4	3	3	4	3	4	3

No.	Initial	Numbers of Questionnaire																				Total
		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1.	SAN	5	2	4	4	3	3	3	4	4	4	1	4	3	1	1	2	5	1	3	2	125
2.	UH	2	4	2	3	4	4	4	2	4	2	4	4	3	4	2	2	4	3	4	5	130
3.	MW	3	5	4	1	3	5	5	4	4	5	5	4	5	4	4	1	3	4	4	5	164
4.	HR	4	5	2	2	2	4	4	5	4	2	4	4	2	4	3	4	2	2	4	4	145
5.	PSI	4	5	4	4	4	5	5	5	2	2	5	4	5	4	4	4	5	4	4	5	167
6.	KA	4	4	2	4	4	4	5	3	4	4	5	4	4	4	4	2	3	4	3	4	145
7.	ADP	5	5	2	3	3	5	5	3	4	3	5	1	5	5	3	5	3	5	5	5	166
8.	RHH	1	5	1	1	1	5	5	5	5	4	4	2	3	2	3	3	4	1	2	4	128
9.	SWH	4	5	4	4	4	4	4	4	2	4	5	1	5	4	4	4	4	4	4	5	158
10.	SH	4	5	3	1	4	4	5	5	5	4	4	4	5	5	5	1	1	5	4	5	157
11.	SS	1	5	2	4	1	4	2	2	4	4	2	2	4	5	4	2	4	5	3	5	138
12.	RH	4	5	3	4	3	3	5	3	4	3	4	4	4	4	4	3	3	4	4	5	153
13	FAS	2	4	3	3	3	4	4	4	4	3	4	3	4	3	3	4	4	3	4	4	137
14.	PS	5	5	1	5	5	3	4	3	1	2	4	2	5	4	2	4	2	5	4	5	141
15.	OVH	4	5	4	4	3	5	5	5	4	4	5	4	5	5	3	4	3	5	4	5	172
16.	AM	1	5	4	4	4	5	4	3	2	4	4	4	5	2	4	2	5	4	4	5	152
17.	PAP	5	5	5	3	4	4	4	-	2	4	4	4	4	4	5	2	3	5	5	4	161
18.	RAH	2	3	3	2	3	4	4	4	4	4	4	4	3	2	2	4	4	2	2	4	122
19.	DS	4	4	3	4	4	4	4	2	4	3	4	4	4	4	4	4	2	4	4	3	149
20.	AH	4	5	2	2	2	5	5	2	4	4	4	4	4	4	2	4	4	5	5	5	154
21.	DH	2	1	4	3	4	3	1	4	4	4	5	4	1	5	2	2	4	2	4	1	124
22.	SK	4	5	2	4	4	4	4	2	2	4	5	4	5	4	4	4	4	4	4	5	155
23.	NS	3	4	3	3	3	4	5	4	4	3	4	2	4	4	2	2	3	2	4	4	134
24.	RY	5	4	3	4	4	3	4	4	4	4	4	3	5	4	3	3	3	4	4	4	158
25.	GN	2	4	2	2	2	4	4	2	4	4	4	2	4	2	2	2	4	2	4	5	130
26.	NRSP	5	3	3	5	5	4	5	5	5	5	5	1	5	4	4	3	3	4	3	5	159
27.	RA	4	3	3	4	3	3	3	3	3	3	4	4	4	4	3	4	2	5	5	4	151
28.	SN	3	4	3	2	4	3	4	3	4	2	4	3	4	3	4	4	4	4	4	4	144

Based on calculating the data, it was found that the highest scores was 172 and the lowest score was 122. To complete the research, it is needed calculating the mean score was 147, the median score was 149.7857. And the mode was 153.9. So, the specification calculation was described in the below table :

Table.3
The Resume of Variable Score of Students' Motivation.

No.	Statistic	Score
1.	High Score	172
2.	Low Score	122
3.	Range	50
4.	Interval	9
5.	Mean Score	147
6.	Median Score	149.7857.
7.	Mode Score	153.9
8.	Standard Deviation	14.3

Based on the table 3, it shows that mean 147 was in moderate or medium predicate and the total classes 6 and interval 9. Then, the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table.4

The Frequency Distribution of Students'Motivation

No.	Interval Class	Mid Point	Frequency	Percentage
1	122 – 130	126	6	21.42%
2	131 – 139	135	3	10.71%
3	140 – 148	144	4	14.28%
4	149 – 157	153	7	25%
5	158 – 166	162	6	21.42%
6	167 – 175	171	2	7.14%
	TOTAL		**28**	**100%**

Based on the table 4, it was known which the variable revelation of students' motivation has shown that the respondents and interval 122-130 were 6 students (21.42%), interval 131 – 139 were 3 students (10.71%), interval 140 – 148 were 4 students (14.28%),interval 149 – 157 were 7 students (25%), interval 158 – 166 were 6 students (21.42%), and the last, interval 167 – 175 were 2 students (7.14%).

In order to get the description of data obviously and completely, the researcher presents them into histogram on the following figure :
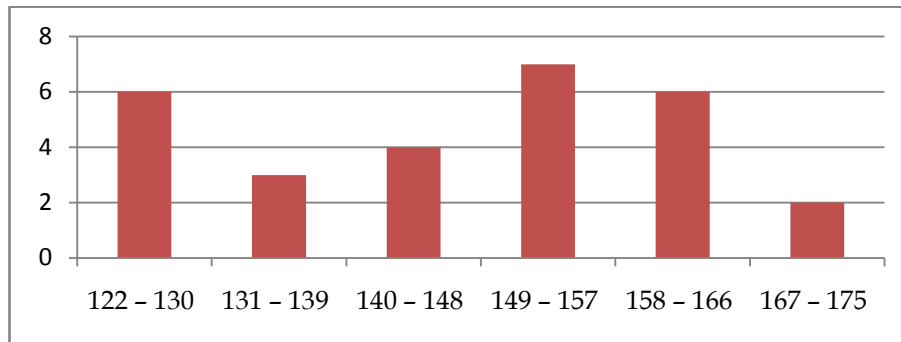
Frequency

Figure 1 Description Data of Students' Motivation in Learning English.

For looking the category of the students' motivation in learning English, the result of the research is presented by the writer as follows:

Table.5
Distribution of Category Norms.
The data of Students' Motivation in Learning English

	Interval	Freq	Percent	Categories
X < (μ - 1,0 δ)	X < 132.7	6	21.4 %	Low
(μ - 1.0 δ) ≤ X ≤ (μ + 1.0 δ)	132.7 ≥ X ≤ 161.3	18	64.2%	Medium
(μ + 1.0 δ) ≤ X	161.3 ≤ X	4	14.2%	High
Total		28		

Based on the table 5, it shows that students who has high motivation were 14.2% and medium were 64.2% and the students' motivation who has low motivation were 21.4%. It means that the students' motivation in learning English were medium category.

Based on the calculation, the writer found that students' motivation of students at the sixth semester with the mean score was 147, the median score was 149.7857 and the mode was 153.9. Then, the categories the data of students' motivation in learning English were medium category based on the distribution of category norms with the percentation, students who has high motivation were 14.2% and medium were 64.2% and the students' motivation who has low motivation were 21.4%.

Based on the result of the research, the result of this research that is equal with some writers. In general, students have higher desire and commitment to

learning English despite a lot of difficulties facing them. In order to enhance the motivational behaviors of these students, the author provides some suggestions, for example, developing students' interests in learning English, training learning strategies and promoting students' self-efficacy(Long, Ming, and Chen 2013). Meanwhile, motivation is one of the most important learning factors in learning English, actually at STIKES Cendekia Utama Kudus. The writer found that students had intrinsic and extrinsic motivation in learning English. This result showed that students have good motivation, both in Intrinsic and Extrinsic motivation (Husna and Murtini 2019).

As well as the categories of motivation among second year students at IAIN English learning Bengkulu English is a bit of integrative and instrumental motivation. It means they have different goals in learning English. Some have the motivation to get a job or educational requirements and some are encouraged to learn English because they want to understand the culture of others. Most students from the English Language Education Study Program in Bengkulu IAIN have integrative motivation in learning English. It reveals that the mean score of integrative motivation (3.83) is higher than the mean score of instrumental motivation (3.64). That means they want to learn English culture, understand what native speakers say and also communicate, (Bopita Sari 2019).

Moreover, the results of learning motivation in English class using descriptive analysis. The result of the questionnaire shows that the motivation in learning English in the moderate class, is 68.07%, is it categorized as fair motivation. And show enough motivation of students to learn English, (Fajar Mukhtar 2017).

Anyways, the research and analyzing the data, it is revealed that most of the students' motivation categorized in average to good level, even though there were some students who achieved good to excellent level and poor to average level. Besides, this study also discovered the type of motivation that students' mostly have in learning English (Zuniarti, Salam, and Arifin 2016).

In addition, based on the previous writer, there are some differences with this writing which are they researched more than one kinds of motivation while the writer researched motivation only.

CONCLUSION

Based on calculating the data, it was found that the highest scores was 172 and the lowest score was 122 . To complete the research, it is needed calculating the mean score was 147, the median score was 149.7857 and the mode was 153.9. Then, based on the description of the result that calculated the percentation and categorized students' motivation in learning English. The students who had high motivation were 14.2% and medium were 64.2% and the students' motivation who had low motivation were 21.4%. In conclusion the students' motivation in learning English were medium category.

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