



An Analysis of Students' Motivation to Learn English at Fourth Grade of Min 1 Kepatihan Bojonegoro in Academic Year 2022/2023

Indah Ayu Dayanti¹, Meiga Ratih Tirtanawati², Chyntia Heru Woro Prastiwi³.
123Program Studi Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia

indahayudayanti0@gmail.com

Miega_ratih@ikipgribojonegoro.co.id

chyntiaheru@ikipgribojonegoro.ac.id

Abstrak – Motivasi memainkan peran yang sangat penting bagi siswa dalam belajar bahasa asing. Motivasi yaitu dorongan internal maupun external dalam mempengaruhi keinginan untuk mencapai suatu tujuan. Penelitian ini bertujuan untuk mengetahui motivasi yang mempengaruhi siswa dalam belajar bahasa inggris dan kesulitan siswa dalam belajar bahasa inggris. Penelitian ini dilakukan di kelas IVB MIN 1 Kepatihan Bojonegoro. Penelitian ini menggunakan analisis deskriptif kualitatif. Teknik yang dilakukan dalam pengumpulan data melakukan instrument wawancara dan kuesioner. Hasil dalam penelitian ini menunjukkan bahwa, 1) motivasi siswa yang lebih dominan dalam belajar bahasa inggris yaitu motivasi intrinsic. 2) kesulitan siswa dalam belajar bahasa inggris terdapat pada kosakata dan pengucapan yang berbeda dengan tulisan. Ada teman, keluarga dan tujuan yang menjadi timbulnya motivasi dalam diri siswa dan persaingan didalam kelas untuk mencapai nilai yang tertinggi.

Kata kunci: intrinsic, extrinsic, motivasi, belajar bahasa inggris, kesulitan siswa

Abstract – Motivation plays a very important role for students in learning foreign languages. Motivation is internal and external encouragement in influencing the desire to achieve a goal. This study aims to determine the motivation that influences students in learning English and students' difficulties in learning English. This research was conducted in class IVB MIN 1 Kepatihan Bojonegoro. This study used a qualitative descriptive analysis. The technique used in collecting data is using interview instruments and questionnaires. The results in this study show that 1) the motivation of students who are more dominant in learning English is intrinsic. 2) Students' difficulties in learning English are found in vocabulary and pronunciation that are different from writing. There are friends, family, and goals that become the emergence of motivation in students and competition in the class to achieve the highest score.

Keywords: intrinsic, extrinsic, motivation, learning english, students' difficulty

INTRODUCTION

Language is a tool to communicate with fellow human beings to produce a reciprocal conversation with each other. The language used daily is Indonesian, but the language used to communicate internationally is English. Therefore, English is a second language that is rarely used to communicate, but English is also an important language to learn because it to communicate with anyone, both in Indonesia and abroad. With that, we must have the motivation to be able to speak English easily.

Motivation is a factor that must exist in each person to carry out learning with enthusiasm. Motivation is also important to achieve success and desire. Yeung et al., (2011) whereas these motivation constructs are known to influence learning, research has unfortunately suggested that students' adaptive motivation tends to get weaker

as they grow older. Thus, motivation in learning has an important role so that students have a passion for learning English.

Motivation can also be defined as an encouragement for someone to achieve the desired success. As for some theories of motivation to learn from several related experts namely. Motivation is considered an important aspect to do certain activities to be successful. Another theory (Kasyulita & Armelida, 2019) motivation is the extent to which you choose goals to pursue and the effort you will devote to that pursuit. The learners usually decide what they would like to learn, but having said that, a teacher can also play a role in influencing the motivation of a student to a certain extent. This can be realized through understanding among them. Teachers' understanding of students' interests and motivations in learning is crucial for achieving maximum learning processes and goals (Idami, 2022). Another theory (Takahashi, 2018) whereas motivated students tend to engage in activities that they believe will help them learn, unmotivated students, are not able to be systematic in making an effort in learning, as are motivated students.

According to Rahmawati et.al., (2021) motivation is one important factor in achieving the successful of learning. When the student is motivated, learning can be more efficient. Without having motivation, students would not be able to achieve complete skill in reading comprehension. There are two kinds of motivation, intrinsic motivation and extrinsic motivation is desire that comes from our self to do something because it is important.

The researcher chose MIN 1 Kepatihan Bojonegoro as the research subject. This is supported by several reasons for researchers who want to know how much students are motivated in learning English because in elementary schools learning English is not a compulsory subject for elementary school children. The next level as well as learning English. If we are used to learning the language. English will make it easier for us to learn English to the next level.

The problem faced at this time is the lack of motivation and interest in learning students to learn English. However, motivation will arise independently of the learning environment that supports learning English. There are two kinds of motivation, namely intrinsic motivation and extrinsic motivation. Of the two kinds of motivation which is the basis for students at MIN 1 Kepatihan Bojonegoro in learning English. Is it because you want to make your family proud or because of the dreams you want to achieve in the future.

Researchers are interested in analyzing this because only a few elementary schools include learning English as a subject. What is the background for students wanting to learn English without any complaints within themselves. What motivation do these students have to want to learn English. In learning English the role of the teacher is also very important to prepare what will be given to students so that learning what is learning is fun, not boring, and friendly for children so that

students have enthusiasm for learning. Based on the above background, the researcher is interested in conducting research entitled **“An Analysis of Students’ Motivation to Learn English at Fourth Grades of MIN 1 Kepatihan Bojonegoro”**.

RESEARCH METHOD

This research is research that uses descriptive qualitative methods. Descriptive qualitative research is research to explore or understand research phenomena that are subject to motivational behavior and actions that are described in the form of language and natural contexts that utilize various natural methods. Jannah, Matin, & Nurdianingsih, (2019) qualitative research is research that aims to understand the phenomena experienced by research subjects such as behavior, perception, motivation, and action, which are presented through descriptions in the form of words and language, in a special natural context, and by utilizing various natural methods.

According to Dini & Fitrawati, (2020), qualitative study tends to attempt to uncover the explanations for behavior and motivation rather than just what, where, and when. Another theory qualitative research is conducted with a research design where the findings are not obtained through statistical procedures or in the form of calculations, but rather aim to reveal phenomena in a holistic-contextual manner by collecting data from natural settings and utilizing the researcher as a key instrument (Fadli, 2021).

This research was conducted at MIN 1 Kepatihan Bojonegoro which is located at Jalan Dr. Soetomo Gang Wates No. 23 Kepatihan, Bojonegoro Sub-district, Bojonegoro Regency. This subject of this research of IVB grade students and aims to examine how motivation or interest in learning and students' behavior toward learning English.

The instrument is a research tool used for data collection. This research requires several instruments to be used for data collection, namely interviews and questionnaires. The procedure for collecting data for the research is as follows:

a. Interview

The interview technique used is a guided free interview, meaning that the questions asked are not fixed on the interview guide and can be deepened or developed according to the circumstances and conditions in the field. Interviews were conducted with students whose scores were low or had high difficulty learning I English (Sultra & Baharudin, 2020).

b. Questionnaire

The questionnaire is in the form of a questionnaire used for data collection which is carried out by giving questions or statements given to respondents to answer according to the questions given. Charles, (2017) In this survey, respondents were asked to rate their yes or no with the questions using

a Likert scale or summative scaling. The form of the questionnaire used is between agree and disagree.

According to Purnama et al., (2019), It means that descriptive qualitative is a research method that uses techniques of searching, classifying, and analyzing natural phenomena.

1. The technique of searching is a data search technique that uses observational data, interviews, and questionnaires. The writers used questionnaires and interviews as instruments to collect the data (Purnama et al., 2019).
2. Classifying, namely grouping data with the properties possessed by the data. this questionnaire, students were requested to answer the query by choosing four categories, they are: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each student was assigned a question based on their opinion and feeling (Purnama et al., 2019).
3. Analyzing the natural phenomenon, the data on phenomena that cannot be directly observed. This research aimed to find out the data about high and low student learning motivation, and whether they use intrinsic or extrinsic motivation in learning English (Laiya, Zagoto, & Sarumaha, 2022).

FINDINGS AND DISCUSSION

This chapter consist deals with data analysis through questionnaires and interviews and deals with discussion.

Intrinsic and Extrinsic Motivation that Effect Students Learning English

The researcher collected data through a questionnaire instrument to be distributed to all students so that the researcher knows what factors influence students' motivation to learn English. The following are the results of student interviews related to motivation in learning English.

Table 1. The Results of the Questionnaire			
No	Personality	Frequency	Percent (%)
1	Intrinsic	12	57%
2	Extrinsic	4	19%
3	Balanced	5	24%
	Total	21	100

Demonstrates that the intrinsic factor predominates over the extrinsic factor in class IVB. The calculation's results also show that the intrinsic factor's contribution is bigger, at 57%, compared to the extrinsic factor's contribution of just 19%, leaving a 24% balance.

Type of Intrinsic and Extrinsic Motivation

1. Intrinsic Motivation

The following results are obtained from a questionnaire about intrinsic motivation which refers to two types, namely integrative and instrumental motivation.

No	Personality	Frequency	Percent (%)
1	Integrative	0	0
2	Instrumental	15	71%
	Total	15	71%

Demonstrates that more dominating individuals are intrinsically motivated, with up to 15 out of 21 students falling into this category. According to calculations, 71% of class IVB students exhibit instrumental motivation that is more intrinsically driven than integrative motivation, which none of the kids exhibit.

Intrinsic motivation, which is a subset of instrumental motivation, evolves within each student who exhibits it. They will eventually be able to acquire excellent jobs in both academic and non-academic fields. Because of their skills and diligence, they also hope to land a good job.

2. Extrinsic Motivation

The following results are obtained from the questionnaire regarding extrinsic motivation which refers to incentives, social pressure, and punishment.

No	Personality	Frequency	Percent (%)
1	Incentive	7	33%
2	Social pressure	0	0
3	Punishment	14	67%
	Total	21	100%

The findings of the students' responses reveal that they have a greater impact on social pressure than on reward and punishment. If extrinsic motivation in the incentive and punishment types is taken into consideration, there are roughly 33% of students in class IVB receive incentives and 67% of students receive punishments.

Students who are more likely to receive incentives learn English only as a result of parental and academic support. The encouragement suggests they are being directed or coerced by their teachers and or parents to learn English and be watched over so they do it voluntarily and not of their own accord. Students

who frequently chose punishment to learn English or practice it solely to avoid punishment from the teacher or their parents.

Students' Difficulty in Learning English

According to the findings of this study, some of the student's difficulties with learning English, based on the interviews conducted with a variety of students with medium, high, and low grades, can be concluded that students are still having trouble learning English. High-scoring students typically struggle with English pronunciation and also writing, which they are still unsure of. Usually, students write from the teacher's dictated English words. English is still difficult for them to write and pronounce since it is so different. Students still struggle to memorize new terminology when studying new content since it is hard to pronounce.

Students with average grades reported having issues with vocabulary, writing, and pronunciation of the English language. They still struggle with pronouncing because writing and pronunciation are quite different, much like pupils with great writing and pronunciation ratings. Additionally, they still struggle to remember terms that they hear infrequently, just as they do when learning new material. They also struggle to write in a manner that corresponds to their speech and to learn new terminology.

Other pupils who scored poorly in the last interview were those. He claims that learning English is challenging in every way, including learning vocabulary that is hard to retain and pronouncing words in a way that makes sense. Students with poor test scores find it extremely challenging to comprehend anything in English, even word meanings. There is also motivation plays a crucial role in the learning process. Therefore, motivation determines learning success (Rezki, A., 2022). As a result, learning English depends greatly on one's motivation. Students must be highly motivated and enthusiastic when studying foreign languages to later attain their intended goals. If students lack intrinsic drive, learning English or comprehending terminology will be challenging for them.

CONCLUSION

Factors affecting the students in learning English were intrinsic and extrinsic motivation. In detail 12 students had intrinsic motivation, 4 students had extrinsic motivation, and 5 had both. If calculated as a percentage, 57% of students had intrinsic motivation, 19% of students had extrinsic motivation, and 24% of students had both. Meanwhile, students who had intrinsic motivation learn more on their own accord than with external encouragement such as being told by their parents, not wanting to get punishment from the teacher or parents, and also just wanting to get a prize.

Regarding students' difficulties, they were more dominant to have difficulties with new vocabulary and pronunciation. New vocabulary and pronunciation will become intrinsic motivation if students feel there is a desire to be able and in need.

English vocabulary and pronunciation need intrinsic motivation, it can become intrinsic motivation when students learn to memorize vocabulary on their own without encouragement from anyone and also practice English pronunciation correctly by watching videos from the internet.

REFERENCES

- Charles, R. (2017). The Analysis of Students' Motivation in Learning. *Journal of Education and Learning*, 4(4)(4), 311-324.
- Dini, R., & Fitrawati, F. (2020). An Analysis of English Students' Motivation in Reading Academic Articles at English Education Program of Universitas Negeri Padang. *Journal of English Language Teaching*, 9(2), 428. <https://doi.org/10.24036/jelt.v9i2.108154>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33-54. <https://doi.org/10.21831/hum.v21i1.38075>
- Idami, Z. (2022). *English for Young Learners: Identifying Students' Interest and Motivation in Learning English at Madrasah Ibtidaiyah*. 6(5). Retrieved from <https://doi.org/10.31004/basicedu.v6i5.4001>
- Jannah, S. R., Matin, M. F., & Nurdianingsih, F. (2019). An Analysis of Students Motivation in Learning English in Fifth Grade SD Muhammadiyah 2 Bojonegoro. *Jurnal Pendidikan Edutama*, 2(5), 1-6.
- Kasyulita, E., & Armelida. (2019). an Analysis of Students' Motivation in Learning English After Given Rewards At the Eight Grade Students' of Smpn 3 Rambah. *JEE (Journal of English Education)*, 5(1), 23-36. <https://doi.org/10.30606/jee.v5i1.551>
- Laiya, R. E., Zagoto, I., & Sarumaha, A. Y. (2022). *Students' Motivation in Learning English During Pandemic Covid-19 At Sma Negeri 1 Telukdalam*. 4(1), 1-11.
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539. <https://doi.org/10.22460/project.v2i4.p539-544>
- Rahmawati, O, I., Nurdianingsih, F., & Fitriyaningsih, A. (2021). Motivating Students to Read Digital Modul. *Seminar Nasional Pendidikan LPPM IKIP PGRI Bojonegoro*. 1985732121
- Rezki, A., et al. (2022). Motivating students in learning English using ice breaking. *Al Lughawiyat*, 1(3), 1-9.
- Sultra, E. D., & Baharudin. (2020). Analysis of Student's Difficulties In Learning English at SMA Negeri 1 Batauga. *English Education Journal*, (124), 65-75. Retrieved from <https://www.ejournal.lppmunidayan.ac.id/index.php/english/article/view/364>
- Takahashi, T. (2018). Motivation of students for learning english in Rwandan schools. *Issues in Educational Research*, 28(1), 168-186.