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"An Analysis of Eighth Grade Students' Motivation to Learn English at MTs Al-Munawwar Bojonegoro: A Qualitative Study"

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abstrak – Motivasi adalah dorongan keinginan dan kekuatan yang berasal dari dalam diri seseorang dan dari luar yang menggerakkan serta mempertahankan perilaku seseorang untuk mencapai tujuan tertentu. Motivasi juga merupakan unsur penting yang memengaruhi keberhasilan siswa dalam belajar bahasa Inggris. Siswa yang memiliki motivasi tinggi umumnya lebih antusias dan aktif dalam kegiatan pembelajaran bahasa Inggris di kelas. Mereka juga bersedia mengerahkan usaha lebih besar untuk meningkatkan kemampuan bahasa Inggris mereka. Oleh karena itu, penelitian mengenai motivasi siswa sangat penting untuk mengembangkan praktik pembelajaran bahasa Inggris. Penelitian ini dilakukan untuk mengetahui motivasi siswa Kelas VIII B MTs Al-Munawwar Bojonegoro dalam belajar bahasa Inggris serta mengidentifikasi faktor-faktor yang memengaruhi motivasi mereka dalam belajar bahasa Inggris. Penelitian ini menggunakan metode kualitatif. Peserta penelitian terdiri dari 27 siswa Kelas VIII B MTs Al-Munawwar Bojonegoro. Data dikumpulkan melalui kuesioner dan dokumentasi. Kuesioner tersebut berisi sepuluh pernyataan yang berkaitan dengan motivasi siswa dalam belajar bahasa Inggris. Siswa diminta untuk menjawab dengan memilih "Ya" atau "Tidak" serta memberikan alasan sesuai dengan jawaban mereka. Data yang diperoleh dari kuesioner dianalisis melalui proses reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki motivasi yang tinggi dalam belajar bahasa Inggris. Para siswa menunjukkan sikap positif terhadap pembelajaran bahasa Inggris dan menyadari pentingnya bahasa Inggris bagi masa depan mereka.

Keywords – : English learning, learning motivation, qualitative study, students' motivation.

Abstract – Motivation is an impulse of desire and strength that comes from within a person and from outside that moves and maintains one's behavior to achieve a certain goal. Motivation is also an important element that affects the success of students in learning English. Students who have high motivation are generally more enthusiastic and active in English learning activities in the classroom. They are also willing to put in more effort to improve their English skills. Therefore, research on student motivation is very important to develop English learning practice. This study was conducted to determine the motivation of Eighth Grade B students of MTs Al-Munawwar Bojonegoro in learning English and to identify the factors that affect their motivation to learn English. This study

used a qualitative method. The participants consisted of 27 students of Eighth Grade B at MTs Al-Munawwar Bojonegoro. Data were collected through questionnaires and documentation. The questionnaire contained ten statements related to students' motivation in learning English. Students were asked to answer by choosing "Yes" or "No" and to provide reasons according to their responses. The data obtained from the questionnaire were analyzed through data reduction, data display, and conclusion drawing. The results showed that most students had high motivation in learning English. Students demonstrated positive attitudes toward English learning and recognized the importance of English for their future. The findings also revealed that students' motivation was influenced by internal and external factors. Internal factors included personal interest, future goals, self-confidence, achievement motivation, and learning awareness. External factors included teacher support, teaching strategies, classroom conditions, peer influence, school environment, and support from others.

Keywords —: *English learning, learning motivation, qualitative study, students' motivation.*

INTRODUCTION

English has become one of the important languages in the era of globalization and modern society. It has been widely used in communication, education, science, technology, business, and international relations. Along with the development of the world, English proficiency is considered one of the essential skills that can provide broader opportunities in education and career development. Therefore, English is one of the important subjects taught in schools from elementary level to higher education.

Although English plays a significant role, students show different levels of participation and enthusiasm in learning English. Some students actively participate in discussions and classroom activities, while others tend to be passive and reluctant to use English. These differences are often associated with students' motivation.

Motivation can be defined as the driving force that encourages students to initiate, maintain, and complete learning activities. According to Dörnyei and Ushioda (2021), motivation influences the amount of effort students invest in learning, their persistence in facing challenges, and their willingness to achieve academic goals. Students with high motivation tend to be more engaged and successful in language learning than those with low motivation.

Student motivation may originate from both internal and external factors. Internal factors include personal interests, future goals, self-confidence, achievement motivation, and learning awareness. External factors include teacher support, teaching strategies, classroom conditions, peer relationships, school environment, and family support. These factors are interconnected and influence students' English learning experiences.

Prasetyo, Rohmah, and Fitrianiingsih (2025) found that the use of Duolingo and Discord in English learning significantly increased students' engagement and motivation. Their findings suggest that technology-based learning activities can increase students' interest, participation, and intrinsic motivation.

Similarly, Leksono, Matin, and Rahmawati (2024) revealed that differentiated learning strategies improved students' writing skills and classroom participation. The study showed that student-centered learning approaches can enhance motivation by accommodating students' learning needs and characteristics.

Based on research conducted at MTs Al-Munawwar Bojonegoro, students demonstrated different levels of motivation during English learning activities. Some students actively participated in learning, while others showed hesitation and lack of confidence when speaking English. Therefore, these differences encouraged the researcher to investigate students' motivation more deeply.

This study aims to analyze the motivation of Eighth Grade B students of MTs Al-Munawwar Bojonegoro in learning English and identify the factors influencing their motivation. The findings are expected to provide useful insights for teachers, students, and future researchers regarding strategies to improve students' motivation in learning English.

METHOD

Research Design

This study employed a qualitative method to determine students' motivation in learning English and identify the factors influencing their motivation. The qualitative method was chosen because it allows researchers to obtain in-depth information about students' attitudes, experiences, perceptions, goals, and behaviors in learning English.

Research Participants and Setting

This research was conducted at MTs Al-Munawwar Bojonegoro on May 9, 2026, during the 2024/2025 academic year. The participants consisted of 27 students of Eighth Grade B. The students were selected because they actively participated in English learning activities and represented the population under investigation.

Research Instruments

To obtain valid data, this study employed two research instruments. The first instrument was a questionnaire consisting of ten statements regarding students' motivation in learning English. Students were asked to provide "Yes" or "No" responses and explain their reasons based on their actual experiences and opinions. The second instrument was documentation.

Documentation included students' names and photographs taken during the research process. These documents were used to support and validate the findings obtained from the questionnaire.

Data Collection Procedure

The researcher distributed questionnaires to all participants and provided instructions regarding how to answer each statement. After collecting all questionnaires, documentation was conducted to strengthen the research findings and provide supporting evidence regarding students' motivation.

Data Analysis

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020). The analysis consisted of three stages:

1. Data Reduction

At this stage, the researcher collected, selected, simplified, and organized relevant information obtained from questionnaires and documentation.

2. Data Display

The reduced data were systematically presented in descriptive form to facilitate interpretation and understanding.

3. Conclusion Drawing and Verification

The final stage involved interpreting the research findings and drawing conclusions based on the collected evidence.

To ensure data validity, triangulation techniques were applied by comparing data obtained from questionnaires and documentation.

RESULT AND DISCUSSION

The results showed that most students had high motivation in learning English. The questionnaire results indicated that most students had positive attitudes toward English learning and were aware of the importance of English for their future and professional development.

All participants (100%) stated that they liked English lessons. Students explained that English was a fun and interesting subject that provided many benefits. They also mentioned that their teacher was supportive and created a positive classroom

atmosphere. This finding indicates that students have a strong interest in learning English, which is one of the main components of learning motivation.

In addition, all students (100%) stated that they felt happy when English lessons began. They explained that they enjoyed learning activities because they could learn new vocabulary, understand English expressions, and participate in classroom activities. They also stated that their teacher was friendly and made learning enjoyable and not boring.

The results further revealed that all students (100%) wanted to be able to speak English fluently in the future. They believed that English proficiency would help them achieve various personal goals, such as continuing their education, obtaining better jobs, communicating with foreigners, expanding career opportunities, and even finding international friendships or relationships in the future.

Regarding learning responsibility, all students (100%) reported that they always tried to complete English assignments on time. They explained that they wanted to obtain good grades, fulfill their responsibilities as students, and avoid sanctions due to late submission. These findings indicate the existence of achievement motivation and good learning discipline among students.

The fifth statement showed that 21 students (77.8%) continued learning English even when there was no homework, while 6 students (22.2%) admitted that they only studied when assignments were given by the teacher. This result indicates that most students already possess independent learning awareness and intrinsic motivation.

However, self-confidence appeared to be one of the weakest motivational aspects. Only 10 students (37.0%) reported feeling confident when answering questions and speaking English, while 17 students (63.0%) admitted lacking confidence. Students explained that they were afraid of making mistakes, had limited vocabulary, and felt nervous when speaking English in front of the class.

Teacher support emerged as one of the strongest external motivational factors. All students (100%) stated that their English teacher consistently provided encouragement and motivation during the learning process. Students explained that their teacher often motivated them to learn English enthusiastically and not give up when facing difficulties.

Similarly, all students (100%) stated that the teacher's teaching methods made them more interested in learning English. Students described the lessons as enjoyable, easy to understand, interactive, and not boring. The teacher's ability to create a positive classroom atmosphere significantly contributed to students' motivation.

Peer support was relatively lower compared to other motivational factors. Only 11 students (40.7%) reported receiving positive support from their friends, while 16 students (59.3%) stated that such support was limited. These findings suggest that peer influence remains an area that needs improvement.

Finally, all students (100%) agreed that receiving good grades increased their motivation to learn English. Students reported feeling proud, enthusiastic, and motivated to improve their academic achievement after obtaining good results.

The findings indicate that students' motivation is influenced by both internal and external factors. Internal factors include personal interests, future goals, self-confidence, achievement motivation, and learning awareness. External factors include teacher support, teaching strategies, classroom conditions, peer influence, school environment, and support from others.

The results support the theory proposed by Dörnyei and Ushioda (2021), who argue that motivation plays a significant role in maintaining students' engagement and effort in language learning. Students with clear goals and positive attitudes tend to participate more actively and achieve better learning outcomes.

The findings are also consistent with the study conducted by Fitriyaningsih (2017), which found that supportive learning activities and teacher motivation positively influenced students' participation and language development. Similar results were reported by Prasetyo et al. (2025), who emphasized the importance of an engaging learning environment in increasing students' motivation.

Furthermore, the findings support the study conducted by Leksono, Matin, and Rahmawati (2024), who concluded that appropriate teaching strategies contribute positively to students' participation and learning outcomes. Effective teaching methods can help students feel more comfortable and motivated throughout the learning process.

CONCLUSION

Based on the findings of this study, it can be concluded that the students of Eighth Grade B at MTs Al-Munawwar Bojonegoro generally have high and positive motivation in learning English. Most students demonstrated strong interest in English lessons, enthusiasm during learning activities, responsibility in completing assignments, and positive expectations regarding the benefits of English proficiency for their future education and careers.

The study also revealed that students' motivation is influenced by both internal and external factors. Internal factors include personal interests, future goals, self-confidence, achievement motivation, and learning awareness. Meanwhile, external factors include teacher support, teaching strategies, classroom conditions, peer influence, school environment, and support from others.

Among the external factors, teacher support and teaching methods were identified as the strongest sources of motivation. In contrast, self-confidence and peer support remained relatively low compared to other motivational aspects. Therefore, greater attention should be given to creating a supportive learning environment that encourages students to participate confidently and collaborate effectively with their peers during English learning activities.

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