

INTERNAL MOTIVATION FACTORS ANALYSIS OF STUDENTS LEARN ENGLISH

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ABSTRACT

Background: Learning English presents challenges, with some students being motivated and others unsure. Identifying and implementing motivation in the classroom is a challenging issue. Competence should be prioritized over performance, and the more a communicator feels driven to be competent, the more likely they are to succeed.

Research Purpose: This study aims to analyze the internal factors of students learning English courses.

Research Method: This study is quantitative and descriptive. To determine the outcome, the information gathered from the distributed questionnaire was examined 4 times, once every week. The information was obtained from the Medan Easy-Speaking course's Senior High School First Grade students from 15 December 2023 to 14 January 2024. The researcher was interested in the internal characteristics that students in the Easy-Speaking course used to practice speaking English. The research variable was internal motivation: effort, interest, attitude, and desire. Data analysis used descriptive frequency data.

Findings: The results showed that 1) students' effort in learning to speak English is 38.5%, 2) students' interest in learning to speak English is 38.75%, 3) students' attitude towards learning to speak English is 45.25%, 4) students' desire in learning speaking English is 45.5%.

Conclusion: It is crucial to use media and variation techniques to boost students' motivation and provide them with ample opportunity to explore their ideas.

Keywords: English, Learning, Motivation, Students.

BACKGROUND

There will be challenges or requirements to meet when learning English. The teacher will notice that some of the students are really driven, and inspired, or even believe that their English studies are being overlooked. Some aspects are very easy, while others are challenging for those who have interacted with English[1]. Identifying and implementing the concept of motivation in the classroom has proven to be one of the more challenging issues in the study and instruction of second or foreign languages. We see effort, interest, attitude, and desire, but we cannot see motivation since it is a notion devoid of physical existence. When speaking, competence should come first, followed by performance. The more a communicator feels driven to be competent, the more likely they are to be so. It is crucial to teaching and studying English as a second and foreign language. Learners who have interacted with a foreign language will discover that certain aspects are both very easy and very challenging[2].

Determining and implementing the concept of motivation in the classroom has shown to be one of the trickier issues in second language learning and instruction. On the one hand, it is a simple catchphrase that provides educators with a straightforward solution to the enigma surrounding language acquisition. "What makes a difference is motivation." What drives pupils to attempt to learn is motivation; in the teacher's traditional phrase, "to motivate" means to persuade them to apply what they have learned. Without physical reality, motivation is a concept; we can only see conduct. As a result, motivation is measured indirectly, much like other psychological constructs like attitudes, interests, values, or desires[3].

The orientation of learners toward the objective of learning a second language has been defined as motivation. According to the theory of motivation, "Students who like the people who speak the language, appreciate the culture, and want to learn about or even integrate into the society in which language is used are believed to be the most successful when learning a target language." It indicates that students who succeed the greatest in learning a target language would, at the very least, mimic the culture and assimilate into the language-using society[4].

There are some specifics in the motivational concepts that are drawn from the ideas of motivation[5]. They are: 1. Although motivation is an intangible concept, there is a psychological build; actions or endeavors, dispositions, passions, or aspirations; 2. The key to learning a target language is motivation, which is related to speaking the language (speaking skill).

Additionally, the Senior High School First Grade students in the Easy-Speaking class are the subject of this study. The local-based topic class that helps students focus is called Easy-Speaking. To enhance student proficiency, particularly in English speaking. Students must practice speaking English in a monologue and dialogue style based on the assigned subjects at the end of each semester. The class meets once a week. At the end of each semester, they practice their English in front of an assessor who comes from another teacher as well as during the regular teaching and learning activities. From this idea, this study wants to know the students' motivation about effort, attitudes, interest, and desire in learning speaking English through local-based content- Easy Speaking[6].

The earliest and most common way for people to communicate their thoughts and feelings is through speech. Spoken language encompasses both linguistic performance and linguistic skill or capacity[1, 7]. Before speaking, it's crucial to give proficiency, followed by performance. The more a communicator feels driven to be competent, the more likely they are to be so. The degree to which a communicator is pulled to or discouraged from speaking well in a particular situation is known as motivation.

RESEARCH METHOD

This study has a descriptive quantitative design. According to Creswell, a quantitative approach determines a research challenge by looking at industry patterns or the necessity to provide an explanation for an event[8]. Data Collection starts from 15 December 2023 to 14 January 2024. The information gathered via a questionnaire is then examined to determine the outcome, by applying this formula: $F/N \times 100\% = \text{percentage}$. F = frequency of the number of students who filled out the questionnaire and N = total number of students. Then data categorized as 1-20% is very few of them, 21-39% is few of them, 40-59% is some of them, 60-79% is many of them, 80-99% is most of them, and 100% is all of them. In this study, the population becomes the sample using purposive sampling with the inclusion criteria: 100 students in first grade (10th) in Medan Senior High School, the year

2023-2024. Data collection was measured four times, once every week by using a questionnaire about research variables: effort, interest, attitude, and desire.

FINDINGS

Table 1. Result of Internal Motivation Students to Learn English

Week/Variable	Efforts	Interest	Attitude	Desire
1 st	25%	18%	48%	46%
2 nd	55%	52%	53%	54%
3 rd	59%	58%	55%	59%
4 th	15%	27%	25%	23%
χ	38.5%	38.75%	45.25%	45.5%

From the result of the questionnaires, few Medan Senior High School students have efforts to learning speaking English (25%) in the first week. Some Medan Senior High School students have efforts to learning speaking English (55%) in the second week. Some Medan Senior High School students have efforts to learn to speak English (59%) in the third week. Very few Medan Senior High School students have efforts to learning speaking English (15%) in the fourth week. In the average range of **Few** of Medan, Senior High School have **efforts** in learning speaking English (38.5%)

Very few Medan Senior High School students have an interest in learning to speak English (18%) in the first week. Some Medan Senior High School students have an interest in learning to speak English (52%) in the second week. Some Medan Senior High School students have an interest in learning to speak English (58%) in the third week. Few of Medan Senior High School students have an interest in learning to speak English (27%) in the fourth week. In the average range of **Few** of Medan Senior High School have an **interest** in learning English (38.75%).

Some Medan Senior High School students have the attitude in learning to speak English (48%) in the first week. Some Medan Senior High School students have an attitude in learning to speak English (53%) in the second week. Some Medan Senior High School students have an attitude in learning to speak English (55%) in the third week. Few of Medan Senior High School students have an attitude in learning to speak English (25%) in the fourth week. In the average range, **Some** of Medan, Senior High School has an **attitude** toward learning to speak English (45.25%).

Some Medan Senior High School students have a desire to learning speaking English (46%) in the first week. Some Medan Senior High School students have a desire to learning speaking English (54%) in the second week. Some Medan Senior High School students have a desire to learning speaking English (59%) in the third week. Few of Medan Senior High School students have a desire to learning speaking English (23%) in the fourth week. In the average range **Some** Medan, Senior High School have a **desire** to learn to speak English (45.5%).

DISCUSSION

It is the teacher's responsibility to engage students in activities that will lead to the intended learning outcomes. This process, which we refer to as motivation, is a crucial

component of discipline and instruction. Motivation is one of the qualities of effective English as a Foreign Language instruction; it is advised that students' enthusiasm for the subject be sustained prior to the start of a program. A goal, effortful behavior, a desire to achieve the goal, and positive attitudes toward the activity are the four components of motivation. Motivation is a broad concept that is frequently linked to other elements that affect the energy and course of behavior, including interest, need, value, attitude, aspiration, and incentives. This research is similar with the previous research that there was a significant young learners attitude and motivation in learning English[9].

The ability to inspire children to learn is crucial. In an effort to control their classroom and inspire their students, teachers feel compelled to use deceptive tactics. When creating a framework for motivational techniques, the main concern is determining how to assign students to distinct themes. The theory provided a crucial component of motivational techniques[10, 11]:

1. Establishing the Fundamental Motivating Situation

Motivational techniques cannot function alone. Before any attempt to create motivation can be successful, a few prerequisites must be satisfied. The following are a few of these conditions: a) Proper teacher conduct and positive teacher-student relationships Every action a teacher takes has an impact on kids and is motivating and formative. To put it another way, teachers' actions are a potent "motivational tool." Speaking with the students on a personal level is a crucial part of building a connection based on mutual respect and trust. This reciprocal relationship may spark excitement; b) A welcoming and encouraging classroom environment. Students want consistent praise and support for their learning endeavors in addition to plenty of learning opportunities in order to be motivated to learn. In order to create a productive learning environment, the instructor must plan and oversee the classroom. Additionally, as pupils who feel frightened or alienated are unlikely to become motivated to learn, it is crucial that takes place in a calm and encouraging environment; c) A harmonious learning community distinguished by suitable group norms. Lack of cooperation and ease of effectiveness are characteristics of fragmented groups, which lowers the commitment of individual members to learn. Several of the leader's active presence, interaction, learning about one another, intergroup competition, shared threat, and time spent together and sharing group history are all elements that foster group cohesion.

2. Creating Motivation in Students

Students should ideally have an innate interest in learning about the world, which increases the likelihood that they will enjoy the educational process. The following are some elements that contribute to students' motivation: a) Make the student more "goal-oriented" The degree to which a group is focused on achieving its stated objective is known as its goal orientation. Allowing students to establish their own personal standards for what constitutes a group goal could increase their level of goal-orientedness; b) Adding relevance to the curriculum for the students. Teachers should ascertain students' objectives and the subjects they wish to study in order to motivate them to participate in the majority of learning activities; c) Making relevant curriculum. Relevance must be the overarching theme in all activities if the teacher is to inspire students to learn, according to the theory; d) Developing learners' realistic beliefs. The nature of learning a second language must be understood by students, who should also be aware that mastery of the language can be attained in a variety of ways and through a range of strategies. It is crucial that students figure out the best approach and strategies for themselves.

3. Preserving Motivation

In order to keep students motivated in the classroom, there are two motivational maintenance strategies building the students' self-esteem and establishing learner autonomy. There are five strategies that assist students boost their self-confidence in this way: 1. The idea that competence is a modifiable component of growth can be promoted by teachers; 2. Regular success experiences can help foster a positive self-concept in second language proficiency; 3. When people believe they are contributing to a task, they are more engaged in it; 4. A brief word of encouragement from the heart is enough; 5. By creating a less stressful learning environment, teachers can lessen tension in the classroom.

Four categories of practices exist that promote development autonomy: 1. Resource-Based Approaches, which prioritize autonomous engagement with educational resources; 2. Technology-Based Approaches, which prioritize autonomous use of instructional technology; 3. Learner-Based Approaches, which place a strong emphasis on directly influencing students' behavior and mental health in the classroom; 4. Classroom-Based Approaches, place a strong emphasis on how the teacher and students interact in the classroom. Maximizing people's freedom of choice and autonomy is the most straightforward method to make sure they value what they are doing[12, 13].

By promoting Optimistic Self-Evaluation through the use of suitable techniques, students can assess themselves favorably, which motivates them to claim their accomplishments. Here are three examples of such: 1) tactic is to encourage attributions to effort rather than aptitude; 2) Giving constructive criticism; 3) Improving student satisfaction with regard to grades and prizes. When a student is driven to learn something, they frequently do far more than anyone could have imagined. On the other hand, learning outcomes might not even approach potential if a student lacks a strong interest in the material.

There are types of speaking performances in the classroom. The types of oral output that students are expected to perform in the classroom fall into six categories: transactional, interpersonal (conversation), extended (monologue), intensive, responsive, and imitative. Based on which of the speaking performance styles is best suited for usage in the classroom, the teacher can employ one of them or create a combination on the state of the students[14].

The research's contributions include: 1) The use of media is crucial for boosting students' motivation and providing them with ample opportunity to develop their ideas. 2) Increasing the variety of teaching and learning strategies to avoid boredom. 3) Offering rewards, encouragement, and bonus points for those who can effectively communicate their ideas in English. 4) Establishing a positive environment in the classroom.

CONCLUSION

Learning English presents challenges, with motivation and performance being key factors. Prioritizing competence over performance increases success. Students' effort, interest, attitude, and desire to speak English are high, with 38.5% effort, 38.75% interest, 45.25% attitude, and 45.5% desire.

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