

The Motivation of the Tenth Grade Students in Learning English at SMKN 1 Tana Toraja

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Abstract

The objective of this research is to find out the motivation in learning English by tenth grade students at SMK N 1 Tana Toraja. To achieve the objective of the study, the writer conducted quantitative descriptive method. The participant of the research was tenth grade students of SMK N 1 Tana Toraja academic year 2017/2018. This research employed a random sampling technique. The data was obtained from questionnaire was to find out the motivation of the tenth grade students in learning English at SMK N 1 Tana Toraja. The result of this research showed that the data analysis through questionnaire was used to find out the motivation in learning English of tenth grade students at SMK N 1 Tana Toraja. Based on the result of the questionnaire, the writer found that were four intrinsic motivation in learning English such as; important, interest, increase our knowledge and self-confidence, challenge and four extrinsic motivation in learning English such as; parents or the other people, get reward, place, have many friends from another countries. The students more chose intrinsic motivation.

Keywords: motivation, learning, extrinsic motivation, intrinsic motivation

Introduction

Language is an important part of human life. If we talk about language it means that we are talking about all of our activities because by the language we do our activities. By language we can convey our meaning, share our ideas or thought and also by the language we can build relationship with the other. We use language not only orally but also as a written form.

English is the first foreign language is an international language. In this globalization era many people try to improve their English. Learning English as an international language is important for many people in the world because many people say that by mastering English, we can build relationship with the people from other countries, it will be easy for us to go abroad, and also by mastering more than one language, it can increase our knowledge and our self confidence.

The benefit of the Learning English above can give the motivation for some people to develop their English. Motivation is an important factor since it can influence the success and failure of students learning process, and also motivation is the element that can stimulate people to do or to like something. In studying, the motivation has important roles. The motivation will improve students' self confident in learning process. Giving the motivation for the students will motivate them to be more enthusiasm, interest in their studying, and responsibility for them selves and for people around them. Collins (2006:5) stated that motivation is a reason behind a character's specific action or behavior. This type or behavior is characterized by the character's own consent and willingness to do something. Motivation can exist because it influenced by some factors. According to Fitri (2007:11) there are two factors affects the interest of the students to learn English, namely: factor internal and factor external.

Review of Related Literature

1. Motivation

Language is an important part of human life. If we talk about language it means that we are talking about all of our activities because by the language we do our activities. English is the first foreign language is an international language. In this globalization era many people try to improve their English. Learning English as a international language. The benefit of the Learning English above can give the motivation for some people to develop their English. So, what does code mean? Here some definition of it, namely:

Heckhausen (1991:9) defines motivation as—a global concept for a variety of processes and effects whose common core is the realization that an organism selects a particular behavior because of expected consequences, and then implements it with some measure of energy, along a particular path."Motivation is the characteristic that is required in order to achieve anything in life; without it a person will give up to the first sign of adversity. It means to inspire, instigate and encourage a person to do their best.

Sadirman (1986:77), motivation is a driving force to achieve predetermines

goals. According to Johnson (2003:140) stated that “Motivation occurs within as not work interpersonal relationship” it is then very linked to social concept. Through creating friendship relation that result from enhancing positive interdependence: teacher can make the learners feel socially motivated to have a set of connections of interpersonal relationship. According Richards (1997:238) stated that, defines motivation as the factor that determines a person’s desire to do something.

In second language and foreign language learning may be affect differently by different type of motivation: two type of motivation are something distinguished:

- a. Instrumental motivation: wanting to learn a language because it will be useful for certain “instrumental” goals, such as getting a job, reading a foreign newspaper, passing an examination.
- b. Integrative motivation: wanting to learn a language in order to communication with people of another culture who speak.

Based on the explanation above the writer conclude that motivation is characteristic, driving force, energy release, and as the factor determines a person’s desire to do something, or other data that begin an keep the activities that want to be reached by a person and there are two type of motivation are something distinguished: instrumental motivation such as getting a job like teacher/lecturer, and integrative: such as communication like foreign language with the people from the other country.

By Ur (1996:276) as intrinsic motivation (the urge engage in learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentive).

2. English

English is an important language because we know that English has becomes as an International Language. According to Harmer (2011:1) states that English is not the language with the largest number of native or first language speakers, but it has become a lingua franca. that Rosen house (2007:3) states that English is the lingua franca of the modern world, the “vehicular” language used for science, International business, and for communication at virtually any large International meeting.

3. Learning

Brown (2007:7) stated that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. Based on Brown (2007:8), there are many concepts of learning:

Learning is acquisition or “getting”. Learning is retention of information or skill. Retention implies storage systems, memory, and cognitive organization. Learning involves active, conscious focus on and acting upon events outside or

inside the organism. Learning is relatively permanent but subject to forgetting. Learning involves some form of practice, perhaps reinforced practice.

Learning is a change behavior. These concepts above, also give way to a number of subfields within discipline of psychology: acquisition processes, perception, memory (storage) system, short-and long term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting and also reinforcement. The role of practice very quickly the concept learning becomes every bit as complex the concept of language.

Method

In general, this section describes how the study was conducted. The subject matter of this section are: (1) the study design; (2) the sample population or subject of the research; (3) data collection techniques and instrument development; (4) and data analysis techniques. Please use descriptive paragraphs.

The writer used questionnaire. According to Galton (2013:3) questionnaire is data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents.

The data obtained from the analyzing the questionnaire, the technique of data analysis used by the writer have descriptive analysis method. The formula used in tabulate and analyzing the percentage is as follow

The steps have got data collect are: The writer went to the school, and then the writer entered the class to do observation with teacher. After the observation at class, the writer explained to respondents how to do the test in questionnaire. And then the writer divide questionnaire for the participants and the writer used random sampling to get sample.

Results

Intrinsic Motivation

Intrinsic motivation refers to learning itself having its own reward. It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external out comes. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will.

According to Dudeney and Hockly (2010:9) students are motivated to learn English because

- a. It is interesting
- b. It is important
- c. It can increase our knowledge and self confidence
- d. It is a challenge

The result of the data analysis about intrinsic motivation shows that out of 20, 92 (46%) students very agree, 102 (51%) of them agree, 5 (2,5%) disagree and 1 (0,5%) student chose less agree. It can be concluded that the students agree in learn English of intrinsic motivation.

Extrinsic Motivation

Extrinsic motivation refers to a desire to get a reward and avoid punishment. As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring the negative impact to the students because with extrinsic motivation students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment.

While, according to Dudeney and Hockly (2010:9) students are motivated to learn English:

- a. Parents or the other people
- b. To get reward
- c. Place
- d. To have many friends from another countries

The result of the data analysis above about extrinsic motivation shows that out of 20 students, 61 (30.5%) students chose very agree, 88 (44%) of them agree, 37 (18,5%) disagree, and less disagree 14 (7%). It can be concluded that the students agree that they learn English because of extrinsic motivation.

Discussion

According to Harmer (2007:98) stated that intrinsic motivation comes from within the individual. Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors.

In previous related research finding of this research which is showed the motivation of the tenth grade students in learning English have motivate in learning English. This research have differences with previous researcher in the previous study, the differences of the research with Patandung (2013), about the

motivation of the eight year students in learning vocabulary through reading text have high motivation in learning vocabulary through reading text, Nuhan (2009) about the use of extensive reading method to improve Students Motivation in Learning English, the extensive reading method is good because it can help students in learning English, Silpa (2004) about the third year students motivation in learning English vocabulary through the game of dominoes are motivated in learning vocabulary through the game of dominoes.

Conclusion

1. Intrinsic motivation: the most of students interested in learning English, because they think learning English is challenging, they like learning English, important in Learning English to increase they knowledge and self confidence.
2. Extrinsic motivation: some of the students learning English to get a job, get a reward from parents and also they like learning English because they want to speak with another countries.

The conclusion of the research based on the result is the students mostly have intrinsic motivation in learning English.

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