



MOTIVATION IN LEARNING ENGLISH AT KAMPUNG INGGRIS PARE

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Abstract

Motivation is an effort of desire to achieve a goal affected by encouragement, desire, attention, willingness that can change human behavior. It has a major impact on learning English in both formal and informal learning context. Students will be successful in learning English depend on the proper motivation, such as intrinsic and extrinsic motivation. Thus, this study aims to identify the types of students' motivation are more dominant in learning English at Genta English Course Kampung Inggris Pare. This study used quantitative approach and survey method. Sixty students from Genta English Course were assigned to participate in this study and they were asked to fill in the questionnaire about students' motivation in learning English. The result of this study showed that students have intrinsic and extrinsic motivation in learning English but intrinsic motivation is more dominant. It can be seen from mean score of intrinsic motivation is 40.82 and extrinsic motivation is 38.57.

Key words: Learning English, Motivation, Genta English Course.

INTRODUCTION

Language learning is a process of acquiring language. It is not easy to reach successful learning a second or foreign language in a short time, but it needs long time process. It is in line with Brown's (2000:1) explanation that language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. Meanwhile, learning is best achieved when the students play an active process. Being active means that students cannot just be given information; rather they must have opportunities to internalize information in ways which are meaningful to them (Wenden & Rubin, 1987:17). Moreover, it can be seen that language is complex, as a system of arbitrary, have characteristics, specialized skills (listening, speaking, reading, writing), and consists of language component (pronunciation, grammar, vocabulary). It is similar with Brown's (2000:1) ideas that language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Learning English becomes important because English is as a foreign language in Indonesian and it has taught from elementary school until senior high school. Foreign language is learned in the place where the language does not use to communicate in daily life. Nunan (2003: 331) states "foreign language learning is a situation where the language being learned is not the society's language of communication". In fact, in learning English the students often faced some problems such as: school resources, class size, quality of teacher, the school attendance of students and students' motivation. It is in line with John and Ehow's (2011) statement that the problem of English language learning derive from many factors in different environment such as school resources, class size, quality of teacher, and the school attendance of learner.

Thus, Students' motivation becomes the crucial problem which can inhibit the students' achievement in language learning. In other words, motivation is an important role in success or failure language learning. The importance of motivation in learning second language or foreign language is to train someone into success in the process of learning and it can increase students' spirit to achieve their goal. If students motivate to get knowledge they will learn very hard and if students don't have motivation to get knowledge they won't learn hard. According to Brown (2000:72), "Motivation is the

extent to which you make a choice about goals to persuade and the effort you will devote to that pursuit.” It is clear that motivation lead someone to make a choice about their goals by using effort. In addition, Motivation is related to one of the most basic aspects of human mind, and most teachers and researchcers would agree that it has very important role in determining success or failure in any learning situation. Language learners, who really want to learn a foreign language be able to master a reasonable working knowledge (Dornyei, 2001).

Moreover, there are two types of motivation which can support students in learning English, they are intrinsic and extrinsic motivation. Intrinsic motivation is a desire which comes from the personal inside and make students learning English without any pressure. Meanwhile, extrinsic motivation is a desire which comes from outside of personality and it affected by reward, social approval or avoidance of punishment. Ryan and Deci (2017:14) argue that Intrinsically motivated behaviors are those that are performed out of interest and for which the primary “reward” is the spontaneous feelings of effectance and enjoyment that accompany the behaviors. While, extrinsic motivation, represented by behaviors that are instrumental for some separable consequence such as an external reward or social approval, avoidance of punishment, or the attainment of a valued outcome.

Further, recognizing that English is important to be mastered by students, sometimes they join in non formal, like English course, to add their knowledge and fluent in English. Another reason for students who joined in English course is because they feel not satisfied with the existing learning in formal school. It is supported by Brown’s (2000:1) statement that So much it is stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of the second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom.

Moreover, there are many English Courses spread in various region in Indonesian, but many students which come from various province in Indonesian decide to learn English in Kampung Inggris Pare. Kampung Inggris Pare provides more than 150 English Course which spread around two villages; Tulungrejo and Pelem, which offers short course and long course so the students interest to study English at those places. Genta English Course is one of English course which offers short course and long course. It has two kinds of English course program; the first, English course program consists of 3 levels: Basic, Intermediate and Advance level and the duration for each level is a month and the second, Diploma English program (10 month). This course is located at Jl. Anyelir, Tulungrejo, Pare, Kediri and also it has unique characteristics such as: the first is this course provide students dormitory, the second is it applies the activities similar with pesantren system where before teaching learning process begin, the students must pray and read Al-Quran in 10 minutes, and the third is it applies English atmosphere where all of the students must communicate in English whether in dormitory or in the course area.

Knowing that motivation is a major impact on learning English in both formal and informal learning context, hence the researchers interested to know students motivation in learning English at Kampung Inggris Pare.

RESEARCH METHOD

This study used quantitative approach and the method is survey. It was conducted at Genta English Course Kampung Inggris Pare. The population of this study was all students in Genta English Course, they were 100 students from Diploma program and 60 students from English Course program. While, the samples were 60 students from English Course program consisting of 57 students from Basic Level and 3 students from

Intermediate Level. To collect the data, they were asked to fill in the questionnaire about intrinsic and extrinsic motivation based on Deci and Ryan's theory (2017:14). and it was analyzed using descriptive statistic with SPSS 16.

RESULT AND DISCUSSION

The result of this study showed that the students have intrinsic and extrinsic motivation in learning English at Genta English Course Kampung Inggris Pare but intrinsic motivation is more dominant. It can be proved that the mean score of intrinsic motivation was 40.82 while extrinsic motivation was 38.57. The description can be seen below.

Table 1. Intrinsic Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
I am very enjoy to learn English	60	3	5	4.27	.710
When I study English I feel unhappy	60	2	5	3.98	.854
I feel proud when I can apply English in oral and written	60	1	5	4.45	.832
I am very proud when I can master 4 skill in English	60	2	5	4.65	.606
I feel proud if I can speak English fluently	60	2	5	4.75	.541
I learn English because it is something that I always want to do	60	1	5	3.67	.968
I aware that when I study English seriously it will not increase my English achievement.	60	1	5	4.00	1.340
I always read English book in order to understand the English materials.	60	1	5	3.58	.979
I am lazy to watch English video that can increase my English knowledge.	59	2	5	4.03	.964

To improve my writing skill, I always write my activity in the book using English.	60	1	5	3.50	1.142
Total	60	29	50	40.82	4.963
Valid N (listwise)	59				

From the table 1 indicated that the students have a high level of intrinsic motivation. It can be seen that the total of mean was 40.82. Further analysis also can be said that out of 10 indicators of intrinsic motivation, indicator number 5 (I feel proud if I can speak English fluently) was the highest level with the mean score of 4.75. Then, the indicator number 4 (I am very proud when I can master 4 skill in English) became the second high level with the mean score was 4.65. The indicator number 3 (I feel proud when I can apply English in oral and written) with the mean score 4.45 became the third high level. It means that students also proud when they can apply English in spoken and written. Meanwhile, indicator number 1 (I am very enjoy to learn English) got mean score 4.27 was the fourth level. It means that the students decided to learn English because they were enjoy to study it.

In addition, the indicator number 9 (I am lazy to watch English video that can increase my English knowledge) became moderate level with the mean score of 4.03. It was known that students did not interest to study English through watching English video but actually learning English through watching video is interesting activity that can apply by students in order to increase their listening skill or grammar analyzing. Beside that, the indicator number 7 (I aware that when I study English seriously, it will not increase my English achievement) showed that the mean score was 4.00. In other words, some students agreed that study English seriously did not influence their English achievement. But they also agreed that study English seriously will increase their English achievement.

The next level is the indicator number 2 (When I study English I feel unhappy) had low mean score of 3.98. It is indicated that the students agreed that they feel happy when study English. While the indicator number 6 (I learn English because it is something that I always want to do) also had low mean score of 3.67. Out of this score, it was known that some students were lazy to learn English. Then, the third low mean score can be seen in indicator number 8 (I always read English book in order to understand the English materials). It means that students seldom read English book in order to understand the English materials.

Finally, the lowest mean score showed in indicator number 10 (To improve my writing skill, I always write my activity in the book using English) with the mean score was 3.50. It can be concluded that the students who learned English at Genta English Course have different way to improve their writing skill.

Table 2. Extrinsic Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
When I study English seriously I will not get good score.	59	1	5	4.19	1.074

I learn English because my parents expect to me speak English fluently.	60	1	5	3.52	1.000
My friends always help me to solve my problems when I study English.	60	2	5	3.73	.710
My friends do not support me when I give up to study English.	60	1	5	3.88	1.027
My friends always encourage me to improve my English skill.	60	2	5	3.75	.773
I like study English because my teacher is very easy to diliver the material using visual, audio, audiovisual method.	60	1	5	3.87	.873
My teacher does not help me to understand English material	60	2	5	4.42	.809
My teacher always motivates me to study English	60	3	5	4.32	.651
I do my English homework because I am affraid of punishment	60	1	5	3.20	1.132
I always prepare English material before going to the class.	60	2	5	3.77	.871
TOTAL	60	29	50	38.57	4.412
Valid N (listwise)	59				

Table 2 indicated that the total of mean score of extrinsic motivation was 38.57. From 10 indicators of extrinsic motivation, the indicator number 9 (I do my English homework because I am afraid of punishment) showed the lowest level with the mean score of 3.20. It was said that the students who learn English at Genta English Course did not influence by punishment. And then, the indicator number 2 (I learn English because my parents expect to me speak English fluently) became the second low level with mean score of 3.52. Thus, the students who learn English at Genta English Course did not influence by their parents' expection. Meanwhile, the third low mean score also can be seen in the indicator number 3 (My friends always help me to solve my problem when I study English) with the mean score was 3.73. It can be found that between one students and another did not help each others when they face some problems in studing English.

Furthermore, the indicator number 5 (My friends always encourage me to improve my English skill) was the next low mean score of 3.75. The score showed that the awareness of students who encourage their friend in studying English were low. The next,

the indicator number 10 (I always prepare English materials before going to the class) had the mean score of 3.77. It means that some students did not prepare the material that they were going to discuss before going to the class.

Moreover, the moderate level with the mean score of 3.87 was the indicator number 6 (I study English because my teacher is very easy to deliver the material using visual, audio, audiovisual method). It can be said that the teacher seldom use visual, audio, audiovisual when teaching English. Further, moderate level was the indicator number 4 (My friends do not support me when I give up to study English) with the mean score of 3.88. It was known that some students who learn English at Genta English Course did not support each other when they gave up to study English.

While the indicator number 7 (My teacher does not help me to understand English material) indicated that the highest level of extrinsic motivation with the mean score was 4.42. Then, indicator number 8 (My teacher always motivates me to study English) was the second high level with the mean score of 4.32. In other words, the teacher in Genta English Course motivated students to study English. The last was indicator number 1 (When I study English seriously I will not get good score) also showed the high mean score of 4.19.

Table 3. The comparison between intrinsic and extrinsic motivation

	N	Mean	Std. Deviation
Intrinsic_Motivation	60	40.82	4.963
Extrinsic_Motivation	60	38.57	4.412
Valid N (listwise)	60		

Based on table 3, It can be seen that the mean score of intrinsic motivation was 40.82 and standart deviation (S.D) was 4.963. While the mean score of extrinsic motivation was 38.57 and standart deviation (S.D) was 4.412. It can be concluded that the students had both intrinsic and extrinsic motivation but intrinsic motivation is more dominant. It was supported that the mean score of intrinsic motivation was higher than extrinsic motivation. Intrinsic motivation comes from internal or individual. Harmer (2007:98) states that intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by desire themselves feel better. Meanwhile, extrinsic motivation comes from outside factors or out of personal. Dimiyati and Mudjiono (2015:91) explain that extrinsic motivation is an encouragement to a person behaviour that come from out of their deed, someone do something because of the encouragement from outside as like because of reward and avoid punishment.

The finding of this present study was similar with the Kusumawati's study (2014), she found that students have high intrinsic motivation in learning English with the score was 55%. Table 2 showed the level mean of extrinsic motivation with a high average score is 38.57. It means that the students have desire to learn English which come from their individual.

CONCLUSION AND SUGGESTION

Motivation plays an important role in learning English because the succes or failure of learning English depend on the proper motivation. Students motivation in learning English can be from intrinsic and extrinsic motivation. Intrinsic motivation is motivation which comes from the individual or the personality and extrinsic motivation is

motivation which comes from out of the personality. It can be affected by reward, punishment or people around the students. Based on the data that have been analyzed, it showed that students have extrinsic and intrinsic motivation in learning English at Genta English Course Kampung Inggris Pare. Further analysis showed that intrinsic motivation is more dominant.

It is suggested that the students should keep their motivation in learning English in order to get successful in English achievement. Then, for other researchers, they can conduct the similar study but different topic.

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