

A Study Of The Students' Motivation To Learn English At Sekolah Tinggi Teknik Malang

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ABSTRAK

Mengajar adalah kontrak antara dua pihak yang keduanya harus menyetujui persyaratannya. Bukan urusan sepihak. Guru perlu memahami keinginan dan harapan siswa sama seperti mereka bertekad untuk mendorong keyakinan metodologis mereka sendiri. Hal ini bertujuan untuk mengembangkan kemampuan siswa dalam mendapatkan dan menggunakan informasi penting melalui keterampilan mendengarkan, menulis, berbicara, dan membaca dalam bahasa Inggris. Hal ini dapat digunakan untuk memperkenalkan bahasa Inggris kepada siswa sejak dini dan sebagai persiapan awal untuk belajar di perguruan tinggi. Bahasa Inggris mungkin adalah salah satu pembelajaran yang paling sulit. Bahasa Inggris sebagai bahasa asing akan datang dengan mudah. Yang terpelajar biasanya lebih aktif dalam belajar bahasa Inggris jika mereka suka dan inboard.

Siswa mengatakan metode yang diterapkan guru di kelas menarik. Hal ini dibuktikan dengan data di atas, bahwa mereka berlatih bahasa Inggris di kelas, misalnya dalam diskusi. Berdasarkan kuesioner, guru mengetahui bahwa siswa berpartisipasi aktif dalam pelajaran bahasa Inggris, guru menerapkan beberapa teknik untuk menyajikan topik yang akan dibahas dalam belajar mengajar bahasa Inggris. Selain untuk membuat siswa betah di kelas yang mereka hadiri dalam menghadapi pengajaran bahasa Inggris, guru menerapkan beberapa teknik.

Kata kunci: Motivasi siswa SMA di Sekolah Tinggi Teknik Malang.

ABSTRACT

Teaching is a contract between two parties for which they both need to agree the terms. It is not a one sided affair. Teachers need to understand students wants and expectation just as much as they are determined to push their own methodological beliefs. It is aimed at developing the student's ability in getting and using the important information through listening, writing, speaking, and reading in English language skill. It can be used to introduce English to the students early and it is as an earlier preparation to learn in higher education. English is probably one of the most difficult learning. English as a foreign language will come easily. The learned are usually more active in learning English if they love and inboard.

The students say the method applied by teacher in the classroom is interesting. It is proved by the data above, that they practice English in class, for example in discussion. Based on the questionnaires, the teacher known that students actively participate in English lesson, the teacher applies several techniques to present the topics that would be covered in English teaching and learning. It is also to make students enjoy in the class that they attend in dealing with the English teaching, the teacher applied some techniques.

Keywords: *Motivation students' high school at, Sekolah Tinggi Teknik Malang.*

I. INTRODUCTION

Teaching is a contract between two parties for which they both need to agree the terms. It is not a one sided affair. Teachers must understand the desires and expectations of students in encouraging or motivating their determination to learn. with the hope of developing students' abilities in obtaining and using the important information they need through the ability to write, listen and speak in English. Because motivation is one of the main points in learning English, because most students think English lessons are the most difficult lessons. The learned are usually more active in learning English if they love and inboard. According to Ryan & Deci (2000), to be motivated means to progress or to be in motion to do something.

Motivation is an important affective variable in learning English. In addition, it is not only coming from outside of oneself. It means that motivation does not only grow from deep inside of the students, but also derive from an existing environment around us, such as house environment, school, a course, and association or society. One of essay in web explained that motivation is something that cannot be understood with words but with practice. It means to be moved by something so strongly that it becomes an inspiration for you. Furthermore, it is a discipline that helps you to achieve your life goals and also helps to be successful in life.

However, it is the outside factor, such as techniques of teaching and facilities in the college support English learning. Without facilities, we may find it difficult to reach efficiency in learning English. We know that interaction between teacher and students to motivation they learning English better. Because of classroom interaction contributes to language development simply by providing language opportunities. Students have motivation take college because they want to learning English. This is important things they want to improve skill and score at the school.

II. LITERATURE REVIEW

Motivation

Most teachers fell that motivation is key factors in success of language learning. According to many researchers, there are so many definitions of what motivation is and what isn't. The term motivation in a foreign language context is seen according to Garder in R. Narayanan (2006) as 'referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

Alizadeh (2016) said that motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation.

As defined by Brophy (2004), he defines that motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops. Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors.

Kinds of Motivation

According to Caballero (2014), motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a motivation that arises or arises from oneself "internal factors" such as doing activities based on preferences or hobbies, this also applies to subjects. Meanwhile, extrinsic motivation is motivation that comes from outside, in the sense that it is a motivational boost that is obtained from outside oneself. Like getting praise for the achievements made. This type of motivation is everywhere and frequently used within society.

Meanwhile, according to Tuan, extrinsic motivation will occur when people around each other support one another whether it be from family, teachers or the environment, because

motivating with an extrinsic motivation system can support behavior that is motivated by internal desires. Like, this motivated behavior is a gift to ourselves, and does not need to be given by others as an external source.

Other than Apart from intrinsic and extrinsic motivation, there are other types of motivation to support learning English. As stated by Gardner (1972), there are two types, namely interactive and instrumental motivation. Interactive motivation serves to motivate or encourage someone to learn another language, which aims or wants to facilitate communication between countries, whereas instrumental motivation is the desire to acquire language proficiency for practical reasons that can relate to proficiency and can also obtain aspects of the target language required by language learners. Each of motivation has dissimilar use in studying English language.

Lockhart (2017) explains important things about types of motivation. The first is instrumental motivation. This type of motivation is centered on achievement and development, those whose motivation is instrumental will prioritize goals and objectives as an impetus for growth. Meanwhile, the second type of motivation is integrative motivation, in which this motivation focuses on values and experiences with every opportunity to create greater internal cohesion.

The thing that distinguishes between integrative motivations which is form of instrumental motivation. This generally has a main characteristic is the desire to get something practical from learning a second language (Hudson 2000). In addition, instrumental motivation is often a characteristic of mastery of a second language, more or less will be influenced by social interaction.

Descriptive of Achievement

In discussing is about the student's achievement. It is better to understand what achievement is achievement cannot separate from learning process. Teaching-learning process is an activity to get knowledge, skill, and attitude.

Some Factors Influencing the Achievement in Study

Ellis (2003: 24) in his book, *The Study of Second Language Acquisition*, explains there are three factors that can influence learning achievement; they are external factors, internal factors, and individual differences. External factors are the factors come from outside of the student; it may be in the form of social factors, input and interaction. Internal factors are the factors which come from student's individuality. Individual differences are individual learner differences and learning strategies.

External factor mean factor coming from outside of student, such as: family, environment and society. Family is Placed in important external; factor effecting student in learning when student' family and its member give stimulus to their study, for example, by giving motivation or guidance to students learning at home. This condition will help to the students obtains better achievement in study. In the other hand, condition of environment where the student 'study else affects on their equation. Societies is also in important factor affecting student' motivation in leaning. There member of society may arise difficulty and easy to student 'because the society can give the way of thinking and giving response to an object.

Internal factor, which coming from the student themselves they consist of; Intelligence represent one aspect determining their success in study. If student has a normal intelligence or higher one, it may potentially obtain good achievement in study. Next, aptitude means a potential or an ability, which can be developed easily to get the achievement in an activity though learning for example, the aptitude for language, it means a person who has aptitude will get good achievement more easily than one who has no aptitude. The last one is Interest and has close relation with learning. One who has an interest in special lessen easily tends to give more attention to the lesson then the others.

Efforts to Improve Learning Motivation

Many efforts can be used to increase motivation, because motivation has a lot to do with attitude. According to Sardiman (2009) increasing motivation in student learning Such as giving high scores for students who have good language skills, giving praise to students as additional motivation for their learning, and also making daily tests as measurement materials and knowing their learning outcomes.

In addition to the above methods there are other ways to foster motivation by providing material and practice repeatedly and evaluating their learning outcomes, besides that, giving a little punishment can also help support motivation for students, because by giving punishment will make students want to improve their abilities by studying hard.

Basically, the efforts to increase motivation above can be increased in several ways and stages, as described above.

III. METHOD

This research was designed to obtain information concerning the currents status of a phenomenon and directed toward determining the nature of situation as it exists at the time of the study. Related to the purpose, the appropriate design of this study was descriptive qualitative. It was conducted to describe the collage students' motivation in learning English of STT Malang, the classroom interaction between the teacher and students, facilities to motivate the learning of English, and the qualities of teaching. In a descriptive qualitative study, the quality of the subject of investigation was the main emphasis. Total number of the students was 23 students. Which consist of broadcast1 24 students, broadcast2 21 students, broadcast3 21 students, and broadcast4 23 Students. Bhandari (2020) said that qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.

In collecting the data, the researcher used two instruments, they are questionnaire and observation. The first the researcher used questionnaires because she wants to know about motivation students learn English at English lesson. Instrument used was questionnaire was given to the students. The questionnaire was written in Indonesian to avoid misconception and misunderstanding. The questionnaires consist of 10 items.

Observation was second instrument used n collection the data. The purpose was to get information concerning the teaching learning process in the classroom, especially teachers' teaching technique, students' behavior during the process of teaching learning English in the classroom, and see physical condition, such as; the condition of class facilities, here, the writer was a passive person, which meant be came to the location but the writer just saw the subject and did not take part in the lesson activity. The writer observed the teaching and learning process in the class, classroom interaction, facilities, methods, and motivation students to learn English at English lesson.

After the schedule of the observation was given, the process of the data collections began on the 4th until 23th of June 2019. The writer came to each class where the observation was conducted. After class, the writer distributes the questionnaire to every students and answer the questions in15 minutes. The result of the questionnaire indicated that questionnaire number 1 to number 10 was not necessary to be changed and the writer analyzed it to get data.

The data gathered from the questionnaire to the students were presented in the form of tally system to find out the percentages. The formula used was called a simple percentage:

$$P = \frac{F}{N} \times 100\%$$

P = Percentages of respondent

F = Frequency of respondent

N = The total number of students (number of

students fulfilling the questioner)

The data from the class observation were also analyzed to answer the question about the classroom interaction during teaching – learning process and facilities that support the students in learning English at English lesson.

IV. FINDINGS AND DISCUSSION

From the data gathered from observation and questioner, the researcher arranged the research findings in the discussion as follows. It concerning 1 items concerned with the students' perception toward the English teaching and learning quality at school, 3 item about the facilities support the students to learn English at class, 4 items about the classroom Interaction between the Teacher and the Students at, 2 items about factor students take English lesson.

Table 1. The students' attitude in the process of teaching English at school

No	Students' Reasons	Frequencies	Percentages (%)
1	Pay Attention	45	48.91%
2	Little Pay Attention	24	26.09%
3	Sometimes Pay Attention	20	21.73%
4	Never Pay Attention	3	3.27%
Total		92	100 %

The table 1 shows that 45 of students say the explanation of the material used by the teacher is enjoyable (48.92%), 39 of students said not so bad or good (42.4%), 4 of students say not enjoyable (4.34 %), and 4.34% of students said boring.

Table 2. The use of media in classroom activities

No	Students' Reasons	Frequencies	Percentages (%)
1	Yes	20	21.74 %
2	Always	10	10.87 %
3	Sometimes	53	57.6 %
4	Never	9	9.79 %

Total	92	100
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The table 2 shows that the teacher use media when teaching English (21.74%), 10.87% of students say that it is always, 57.6% of them says it is sometimes, and 9.79 of them says it never.

Table 3. The student's opinion about the teaching material

No	Students' Reasons	Frequencies	Percentages (%)
1	Very Happy	25	27.17%
2	Interesting	43	46.75%
3	Not good or Bad	24	26%
4	Boring	0	0%
Total		92	100 %

From the table, it is clear that 27.17% say that they are very happy with the materials given by the teachers at school, 46.75% say it interesting, 26% say it not good or bad and none of them say it boring. So, from the table 5 it is known that most students have positive view about the teaching material.

Table 4. The students' opinion about facilities to support learning motivation

No	Students' Reasons	Frequencies	Percentages (%)
1	Always motivate	24	26.09 %
2	Fairly motivate	53	57.61 %
3	Little motivate	12	13.04 %
4	No motivate	3	3.26 %
Total		92	100 %

From the table 6 shows (6.09 %) say that facilities at English courses always motivate students to learn English, (57.60 %) most of students said that it was fairly motivate, (13.04%) of the students said that it is little motivate, and (3.26%) of students say that it is no motivate.

Table 5. The students pay attention when teacher teach

No	Students' Reasons	Frequencies	Percentages (%)
1	Pay Attention	45	48.91%
2	Little Pay Attention	24	26.09%
3	Sometimes Pay Attention	20	21.73%
4	Never Pay Attention	3	3.27%
Total		92	100 %

The Table 4 shows that 45 (48.91%) of the student always pay attention if the teacher explains the material, (26.09%) of the students say that students little attention when the teacher explain, (21.73%) of the students say that sometimes pay attention teacher, and (3.27%) of the students say that they never pay attention at all.

Table 6. The student's reaction in toward English difficulties

No	Students' Reasons	Frequencies	Percentages (%)
1	Ask the teacher	54	58.70 %
2	Read again the material	8	8.69 %
3	Ask Friends	8	8.69 %
4	Not Care	22	23.92 %
Total		92	100 %

The table 5 shows that (58.70 %) of the students say if students don't understand English explained by teacher, so students by to ask, (8.69%) of the students say that students read again the material in book if students don't understands explained the teacher, (8.69%) of students say it is ask friends, and none of the students say it is not care.

Table 7. The students' opinion about the interaction between students and teacher during teaching and learning process

No	Students' Reasons	Frequencies	Percentages (%)
1	Very Good	30	32.60 %
2	Good	30	32.60 %
3	Good Enough	28	30.45 %
4	Worse Good	4	4.35 %
Total		92	100 %

The Table 7 shows that (32.60%) of the

student say that the interaction between students-teacher and students-students during at class is very good, (32.60 %) of the students say that students and instructor is good, (30.45 %) of the students say that it is good enough, and (4.35 %) of the students say that it is worse good.

Table 8. The students' towards the teacher explanation

No	Students' Reasons	Frequencies	Percentages (%)
1	Pay Attention	49	53.26 %
2	Little Pay Attention	25	27.17 %
3	Sometimes Pay Attention	15	16.31 %
4	Never Pay Attention	3	3.26 %
Total		92	100 %

From the table above shows 53.26% of the student say that students always attention if the teacher explain the English lesson, (27.17%) of the students say that students little attention it, (16.31%) of the students say that they sometimes pay attention, and 3.27% of the students say that they do not pay attention at all when the teacher explaining.

Table 9. The students' opinion about English is very useful for us

No	Students' Reasons	Frequencies	Percentages (%)
1	Really agree	51	55.44 %
2	Agree	35	38.04 %
3	Disagree	5	5.44 %
4	Really Disagree	1	1.08 %
Total		92	100 %

From the table 29 shows that (55.44%) of the students from the total participants state that students very agree if the English lesson is advantage for us, (38.04%) of the students say it is agree, 5 (5.44 %) of the students state that it is disagree, and 1 (1.08 %) out of 92 students state that they are really disagree.

Table 10. The students' opinion about English is necessary to learn

No	Students'	Frequencies	Percentages (
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	Reasons		%)
1	Really agree	47	51.08 %
2	Agree	39	42.40 %
3	Disagree	5	5.44 %
4	Really Disagree	1	1.08 %
Total		92	100 %

From the table 10 shows that all (51.08%) of the students stated that they are very agree if English is necessary to learn, (42.40%) of the students say it is agree, 5 (5.44 %) few of the students state that it is disagree, and 1 (1.08 %) out of 92 students state that they is really disagree.

Generally the percentage above can be concluding that most of the students say they pay attention if teacher explains the materials. Most of the students assume them active during teaching and learning process. Besides if students don't understand about the material students' try to ask by the teacher. This condition make Classroom interactions are good, because interaction between teacher-students and students-students active during teaching and learning process.

The students say the method applied by teacher in the classroom is interesting. It is proved by the data above, that they practice English in class, for example in discussion. They are active to speak with the teacher or their friends in English.

The use of media in classroom activities motivates students to learning English. To make the students easier learning if the teachers are using media, but from the questionnaires, the researcher knows that most of the students say teacher sometime use media in classroom activities. About teaching methods in their school, students perceive that the methods used by the teachers are very good. Other statement says that the method used by the teacher motivate students to learning English.

On the other hand, students' interest to learn English in the class Most of students from the total participants state that students very agree if the English lesson is advantage for us. Besides, most of the students say it is agree. Other reasons, from students, they are argument that they are very agree if English is necessary to learn. their motivation because it influences learning qualities of the students.

Based on the questionnaires, the researcher known that students actively participate in English lesson, the teacher applies several techniques to present the topics that would be covered in English teaching and learning. It is also to make students enjoy in the class that they attend in dealing with the English teaching, the teacher applied some techniques. They were to make students interested in learning and enjoyable in the class. In addition, the teacher shifted from one technique to others to maintain the students' interest and motivation in learning English.

V. CONCLUTION

Motivation is an important role in learning English. The college Motivation to learn English students generally is high motivation to learning English. It is derived from two factors, namely intrinsic and extrinsic or instrument and integrated factors. Intrinsic factor such as interest toward English it-self becomes the major students answer. Extrinsic motivation such as the supports from family and teacher is made by students to learn English.

First, the students' perceive toward teaching and learning at college is good. Besides the students state that the explanation of the material used by the teacher is enjoyable, it will increase the students' desire for learning English and the communication between students-teacher and students-students. These conditions make students' feel motivated to learn English.

Second, the condition classroom interaction at school is good, because students are active in the class. If the students don't understand the material, the students try to ask teacher so this condition make smooth and warm class. The teacher use variants method and media to make the students easier in their study.

Third, classroom interactions between teacher-students and students-students are warm and active because the good relationship between teacher and students is created. Teacher always stimulates students to answer the question given by

the teacher and the students have positive reaction. This condition makes classroom interaction enjoyable, comfortable and not boring.

Finally, based on the description above, the writer comes to conclude that motivation, class interaction, qualities of teaching-learning, teaching method, and facilities in English lesson are ideals and comfortable. In addition, they are essential in language learning and they cannot be separated each other.

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