

# AN ANALYSIS OF STUDENTS MOTIVATION IN LEARNING ENGLISH IN FIFTH GRADE SD MUHAMMADIYAH 2 BOJONEGORO

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## Abstract

*Motivation plays an important role in learning a foreign language. Motivation is an internal drive that influences the desire to achieve a goal. This study aims to determine students' motivation in learning English and what factors are behind this motivation. This research was conducted in the fifth grade of SD Muhammadiyah 2 Bojonegoro. This study uses a qualitative descriptive analysis. The techniques used in data collection are questionnaires and interviews. The results of this study indicate that, (1) the dominant motivation of students in learning English is divided into two; intrinsic motivation and extrinsic motivation. (2) the factors behind the motivation to learn English. As they are interested in English material, the teacher explains using various teaching techniques that are ready to have fun, there are friends and family who become discussion partners, there is competition in the class to achieve the highest score, they keep doing homework. or tasks that are considered difficult on their own. They also often repeat practice questions that are considered difficult and most importantly they really enjoy English class.*

**Keywords :** Motivation, Learning English

## Abstrak

*Motivasi sangat Berperan penting dalam pembelajaran bahasa asing, Motivasi adalah dorongan dari dalam diri yang mempengaruhi keinginan untuk mencapai suatu tujuan. Penelitian ini bertujuan untuk mengetahui motivasi siswa dalam belajar bahasa inggris dan apa faktor di balik motivasi tersebut. Penelitian ini dilakukan di kelas lima SD Muhammadiyah 2 Bojonegoro. Penelitian ini menggunakan analisis kualitatif deskriptif. Teknik yang digunakan dalam mengumpulkan data adalah kuesioner dan wawancara. Hasil penelitian ini menunjukkan bahwa, (1) motivasi yang dominan dimiliki siswa dalam belajar bahasa inggris dibagi menjadi dua; motivasi instinsik dan motivasi ekstrinsik. (2) faktor yang melatarbelakangi motivasi belajar bahasa Inggris. Seperti mereka tertarik dengan materi bahasa Inggris, guru ketika menjelaskan menggunakan berbagai teknik pengajaran yang menyenangkan, ada teman dan keluarga yang siap menjadi teman diskusi, ada persaingan di kelas untuk mencapai nilai tertinggi, mereka tetap mengerjakan pekerjaan rumah. atau tugas yang dianggap sulit sendiri. Mereka juga sering mengulang soal latihan yang dianggap sulit dan terpenting mereka sangat menikmati kelas bahasa Inggris.*

**Kata Kunci :** Motivasi, Belajar Bahasa Inggris

## INTRODUCTION

Learning English in Indonesia has become commonplace, especially since

English has become a compulsory subject in schools, starting from junior high school to college and even some elementary

schools have taught English lessons to their students.

As a global language, English has become very important, even more so when Indonesia claims to participate in the largest Asia Pacific free trade in the world. So Indonesians must master English for international communication and negotiations.

Motivation is an inner drive that affects the desire to achieve a goal. Therefore motivation also plays an important role in foreign languages, so the motivation to learn must always exist both from within and from outside the surrounding environment. If the motivation to learn has been formed, students will have the initiative to learn and a great interest in learning English. Completing this statement, Ausubel (in Long et al., 2013:136) argues, there is usually a complementary relationship between motivation and learning. Makiko Ebata (2008) states that motivation is very important in language learning. It makes language learners positive about their own learning. It also creates an urge in them to acquire the targeted language, enjoy the learning process, and experience real communication. Thus, learning motivation plays an important role in learning English.

Uno (in Wijaya, 2015, p. 121) states that learning can be interpreted as a process of interaction between learning participants and instructors / instructors and / or learning resources in a learning environment to achieve certain learning objectives. From here it can be seen that teacher student interactions and vice versa greatly affect learning motivation in achieving learning goals.

Hapsari (in Wijaya, 2015, pp. 120–128) states that teaching English in Indonesia for elementary students is based on the Decree of the Minister of Education and Culture No. 060 / U / 1993 dated 25

February regarding the possibility of an English program as a local elementary school content subject, and could be started in grade 4 SD (Depdiknas). This policy was taken because of the need to participate in the era of globalization. During its development, English, which was originally an optional local content subject, has become a compulsory local content subject in several regions. Furthermore, English lessons which initially began in grade 4 SD began in grades 1,2 and 3. SD Muhammadiyah 2 Bojonegoro which is located at Jl Untung Suropati No.44 Sumbang, Bojonegoro. This school has received an A accreditation and is arguably a good school. Muhammadiyah elementary school is one of the elementary schools that teaches English lessons to its students, and there it implements a fairly good learning system, the introduction of English material from an early age will make it easier for students to learn English in secondary schools where English material is included in the subject compulsory, it is hoped that students there can be motivated to learn and improve their skills in learning English.

Based on explanation above, the research problem of this study is formulated as follow: 1). What is the dominant motivation of fifth graders at SD Muhammadiyah 2 Bojonegoro in learning English ? 2). What are the factor lies behind the motivation in learning English of fifth grader at SD Muhammadiyah 2 Bojonegoro ?

## RESEARCH METHOD

This research is a qualitative descriptive study. Qualitative research is research that aims to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, which are presented through descriptions in the form of words and language, in a special natural context

and by utilizing various natural methods. (Moleong). , 2016: 6). Qualitative research is descriptive in nature whose analysis uses an inductive approach. Descriptive research is research that describes a symptom or event at the time the research was conducted (Noor, 2012: 34).

This research was conducted at SD Muhammadiyah 2 Bojonegoro which is located at Street Untung Suropati No. 44 Bojonegoro Regency. The research subjects were fifth grade students and 5 students were taken as subjects in the study who met the expected standard indicators according to their attitudes, experiences and so on.

The researchers used Observations, questionnaires, Interview to collection data, it would make easier for students to provide information.

Data analysis, according to Miles and Huberman's version (in Sugiyono, 2018, p. 321-330), states that there are three flow of activities, namely data reduction, data presentation, and drawing conclusions or verification.

**FINDING AND DISCUSSION**

**Finding**

**1. The students motivation in English language learning**

Based on the result of the research from interview there are several things that students think about English, namely (1) Because of themselves, some suddenly like it, some want to be able to speak English. (2) Support from parents, friends and teachers, because parents support their children to take English courses, they often discuss English material with family or friends outside of class. (3) technology, elementary school children are now familiar with things related to technology, some of them can use technology well, one of which makes them enthusiastic in learning English, examples of technology that are often used for learning media are social media, games, and youtube.

**2. The factors lies behind the motivation in English language learning**

To find out the factors behind the motivation to learn English, the researcher used a questionnaire related to what factors were behind the motivation to learn English. Following are the results of student questionnaires regarding the factors behind the motivation to learn English

**Tabel 1 The students questionnaire on Factors lies behind the motivation in English language learning**

No	Statement	SD	D	A	SA
1.	At the beginning of the lesson there was something interesting for me	20%	0%	80%	0%
2.	Very interesting English learning material	0%	0%	100%	0%
3.	English learning material is more difficult to understand than I imagined	20%	60%	20%	0%
4.	The relationship between English learning materials and real life is clear to me	0%	20%	60%	20%
5.	The teacher uses a variety of interesting teaching techniques	20%	0%	80%	0%
6.	I still do my homework / English assignments given by the teacher even though I am not	0%	0%	80%	20%

	guided by someone who is more capable				
7.	I will try to get the highest score in English among my classmates	0%	0%	80%	20%
8.	I am at home repeating the English exercises that I did at school which I think is difficult	20%	20%	60%	0%
9.	I often discuss about English with friends or with parents	0%	20%	60%	0%
10.	I really enjoy learning English	0%	20%	80%	0%

In statement number 1, There are 80% of students who agree that at the beginning of the lesson they already feel something interesting to them, that's one of the reasons they see English lessons. which Makiko Ebata states that there are 6 factors that influence a person's motivation to learn English, one of which is attitude, such as statement number 1.

number 2, 100% of students observed by the researcher agreed, almost the same as statement number 1,

number 3, there are 20% who strongly disagree, 60% disagree and 20% agree. It can be seen from here, especially seen in English lessons, there may be some things that are still difficult to learn, but most of them understand the English subject matter.

number 4, the researcher concludes, there 40 are 60% of students who feel they are learning English.

number 5, 80% agree, so it can be seen that being able to convey English material in class is the motivational background of students to learn English.

number 6, The results of the questionnaire data showed that 80% said they agreed and 20% said they strongly agreed, the researchers concluded that there is a spirit of learning in students which is a strong enough motivation because it comes from within students. In statement

number 7 there are 80% agree and 20%, the researcher concludes this is very good if there is a competitive spirit, the

motivation to learn English will be stronger for wanting to be the best of the good. In statement

number 8 there are 60% who say they agree, it can be said that the spirit of learning can also motivate students to like a lesson. On statement

number 9, 60% agree, environmental factors are also one of the reasons they learn English. As stated in chapter 2, environmental support is one of the six factors that can affect motivation in learning English. 41 On statement

number 10, 80% agree and 20% disagree, for those who agree there is also a role from outside that makes learning English comfortable

### Discussion

Students' learning motivation arises from within students or from outside students, as explained in chapter 2, there are 2 types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a type of motivation that comes from oneself or from within. students. While extrinsic motivation is a type of motivation that comes from outside the student. Wina Sanjaya (2010: 250) that a motive is a set that can make individuals perform certain activities to achieve goals. Thus, motivation is an impulse that can lead to certain behaviors that are directed to a certain goal.

In this case the factors behind the motivation to learn English, the researcher concludes that there are several factors

behind the motivation to learn English as it is associated with the motivation of English students. Like they are interested in English material, the teacher explains various kinds of fun teaching techniques, there are friends and family who are ready to be friends for discussion, there is competition in the class to achieve the highest score, they continue to do assignments or assignments that they think are difficult on their own. They also often repeat practice questions that are considered difficult and most importantly they really enjoy English class. According to Makiko Ebata (in Muhtar, 2017) that there are six factors that influence motivation in language learning: attitudes, beliefs about oneself, goals, involvement, environmental support, and self-attributes.

#### **CONCLUSION**

1. In terms from the dominant motivation to learn English, based on the research results, the conclusions of student learning are divided into two types, namely intrinsic motivation and extrinsic motivation. Students' intrinsic motivation in learning English is that students are interested in interesting and accessible English lessons and students want to be able to speak English, students' extrinsic motivation is due to the influence of a good environment. there are friends, relatives, even parents who are ready to become discussion partners in learning English, there are also parents who include their children in English courses. And also the motivation that comes from outside because of the influence of technology, students say that they use games and youtube as a medium in learning English.
2. In terms of the factors behind students' motivation to learn English, the researcher concludes that there are several factors behind students'

motivation to learn English that are related to students' motivation to learn English. Like they are interested in English material, the teacher when explaining uses a variety of fun teaching techniques, there are friends and family who are ready to be friends for discussion, there is competition in the class to achieve the highest score, they keep doing homework or assignments that are considered difficult by themselves. They also often repeat practice questions that are considered difficult and most importantly they really enjoy English class.

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