

**An Analysis the Eighth Grade Students' Motivation to
Learn English MTs Al-Munawwar Bojonegoro:
A Qualitative Study**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By:
ILHAM MAULANA HABIBI
NIM 22120045**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
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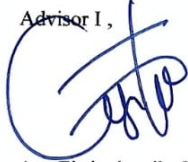
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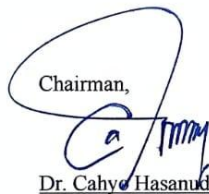
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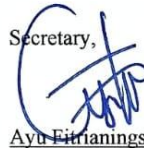
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“An Analysis of Eight Grade Students’ Motivation to Learn English MTs Al-Munawwar Bojonegoro: A Qualitative Study”

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 13 July 2026



ILHAM MAULANA HABIBI

NIM 22120045

MOTTO

"It is in your moments of decision that your destiny is shaped."

(Anthony Robbins)

"Don't let the fear of losing be greater than the excitement of winning."

(Robert T. Kiyosaki)

"Tidak ada kesuksesan yang datang secara instan. Semua membutuhkan proses,
kerja keras, dan ketekunan."

(Merry Riana)

"Hiduplah dalam hari ini, karena hari ini Adalah satu-satunya waktu yang kita
miliki."

(Dale Carnegie, Pedoman Hidup Tenteram dan Bahagia)

"Jika tidak denganmu, maka tidak dengan siapapun."

(ILHAM MAULANA HABIBI)

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First of all, I would like to express my gratitude to the presence of Allah SWT for the grace, guidance, and strength that has been given so that the author can complete this skripsi well.

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The author also expressed his gratitude to the principal of MTs Al-Munawwar Bojonegoro, English teachers, and all eight grade students who have

given permission, assistance, cooperation, and participation during the research process.

The author also expresses his deepest gratitude to both parents and beloved family for their prayers, affection, support, sacrifice, and endless motivation to the author in every step of life and education.

The author also thanked all friends and friends at IKIP PGRI Bojonegoro for their togetherness, support, assistance, and unforgettable memories during the lecture.

Finally, the author would like to thank all those who have helped directly or indirectly in the completion of this skripsi. May Allah reward them for their good deeds.

Bojonegoro, 13 July 2026

ABSTRACT

Habibi, I. M. (2026). *An analysis of eighth grade students' motivation to learn English at MTs Al-Munawwar Bojonegoro: A qualitative study*, IKIP PGRI Bojonegoro, Advisor (I) Ayu Fitrianiingsih, S. Pd., M. Pd., (II) Okhta Ika Rahmawati, S. Pd., M. Pd.

Keywords: English learning, learning motivation, qualitative study, students' motivation.

Motivation is one of the most important factors that influence students' success in learning English. Students with high motivation tend to participate more actively in learning activities, have greater enthusiasm, and ultimately achieve optimal academic results. This study aims to analyze the motivation of eighth-grade B students in learning English and to identify the factors that influence their motivation at MTs Al-Munawwar Bojonegoro.

This research uses qualitative research design. The research participants consisted of 27 eighth-grade B students. Data was collected through questionnaires and documentation. The questionnaire consisted of ten statements regarding students' motivation in learning English, with "Yes" or "No" answer options. The data were analyzed through the stages of data reduction, data presentation, and conclusion drawing.

The research results show that students generally have a positive motivation toward learning English. The research results show that 100% of students like English lessons, feel happy when the lesson starts, want to be able to speak English fluently in the future, complete assignments on time, gain motivation from the teacher, are interested in the teacher's teaching methods, and feel more motivated when they receive good grades. Additionally, 77.8% of students continue to study English even without homework. However, only 37.0% of students feel confident when answering questions in English, while the remaining 63.0% still lack confidence. Peer support is also relatively low, with only 40.7% of students stating that they receive support from their classmates.

This study concludes that student motivation is influenced by internal factors such as interest, future goals, achievement motivation, self-confidence, and learning awareness, as well as external factors such as teacher support, teaching methods, classroom atmosphere, peer influence, and family support.

ABSTRAK

Habibi, I. M. (2026). *An analysis of eighth grade students' motivation to learn English at MTs Al-Munawwar Bojonegoro: A qualitative study*, IKIP PGRI Bojonegoro, Advisor (I) Ayu Fitrianiingsih, S. Pd., M. Pd., (II) Okhta Ika Rahmawati, S. Pd., M. Pd.

Kata kunci: pembelajaran bahasa Inggris, motivasi belajar, penelitian kualitatif, motivasi siswa.

Motivasi merupakan salah satu faktor terpenting yang memengaruhi keberhasilan siswa dalam belajar bahasa Inggris. Siswa yang memiliki motivasi tinggi cenderung berpartisipasi lebih aktif dalam kegiatan pembelajaran, memiliki antusiasme yang lebih besar, dan pada akhirnya mencapai hasil akademik yang optimal. Penelitian ini bertujuan untuk menganalisis motivasi siswa kelas VIII B dalam belajar bahasa Inggris serta mengidentifikasi faktor-faktor yang memengaruhi motivasi mereka di MTs Al-Munawwar Bojonegoro.

Penelitian ini menggunakan desain penelitian kualitatif. Partisipan penelitian terdiri atas 27 siswa kelas VIII B. Data dikumpulkan melalui kuesioner dan dokumentasi. Kuesioner terdiri atas sepuluh pernyataan mengenai motivasi siswa dalam belajar bahasa Inggris dengan pilihan jawaban "Ya" atau "Tidak". Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa siswa pada umumnya memiliki motivasi yang positif terhadap pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa 100% siswa menyukai pelajaran bahasa Inggris, merasa senang ketika pelajaran dimulai, ingin dapat berbicara bahasa Inggris dengan lancar di masa depan, menyelesaikan tugas tepat waktu, memperoleh motivasi dari guru, tertarik pada metode mengajar guru, serta merasa lebih termotivasi ketika memperoleh nilai yang baik. Selain itu, 77,8% siswa tetap belajar bahasa Inggris meskipun tidak diberikan pekerjaan rumah. Namun, hanya 37,0% siswa yang merasa percaya diri ketika menjawab pertanyaan dalam bahasa Inggris, sedangkan 63,0% lainnya masih kurang percaya diri. Dukungan dari teman sebaya juga tergolong relatif rendah, karena hanya 40,7% siswa yang menyatakan memperoleh dukungan dari teman-teman sekelas mereka.

Penelitian ini menyimpulkan bahwa motivasi siswa dipengaruhi oleh faktor internal, seperti minat, tujuan masa depan, motivasi berprestasi, rasa percaya diri, dan kesadaran belajar, serta faktor eksternal, seperti dukungan guru, metode pembelajaran, suasana kelas, pengaruh teman sebaya, dan dukungan keluarga.

PREFACE

In the Name of Allah, the Most Gracious, the Most Merciful

All praise is due to Allah SWT for His endless mercy, blessings, guidance, and strength, which have enabled the writer to complete this undergraduate skripsi entitled *“An Analysis the Eighth Grade Students’ Motivation to Learn English at MTs Al-Munawwar Bojonegoro: A Qualitative Study.”* This skripsi is submitted as one of the requirements for obtaining the degree of Sarjana Pendidikan in the English Education Study Program, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

The writer realizes that this skripsi could not have been completed without the assistance, guidance, motivation, prayers, and support from many individuals. Therefore, on this occasion, the writer would like to express his deepest gratitude to:

1. Dr. Junarti, M.Pd., the Rector of IKIP PGRI Bojonegoro. For her leadership and dedication to educational development.
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5. The Headmaster of MTs Al-Munawwar Bojonegoro, the English teacher, and all students of Class Eight B for their permission, cooperation, participation, and assistance during the research.
6. The writer's beloved parents and family for their endless prayers, unconditional love, unwavering support, and encouragement throughout every stage of the writer's life.
7. All friends, classmates, and everyone who has contributed directly or indirectly to the completion of this skripsi.
8. A very special woman who has sincerely and indirectly given the writer tremendous motivation, love, care, and encouragement in everyday life. She has given countless acts of kindness, precious time, and extraordinary sacrifices. She is someone worth fighting for throughout a lifetime.

The writer realizes that this skripsi is still far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this study.

Bojonegoro, 13 July 2025

The Researcher

ILHAM MAULANA HABIBI

NIM 22120045

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CHAPTER 1

INTRODUCTION

A. Background of Study

Learning motivation is one of the most important factors in determining student success in the learning process. Motivation encourages students to actively participate in learning activities, keep trying when facing learning difficulties, achieve academic success, and achieve learning goals that have been set. In the context of Learning English, motivation plays a very important role because learning a foreign language requires perseverance, self-confidence, continuous practice, and active involvement of students. Students who have high motivation generally show greater enthusiasm, exert more effort, and more daring to use English than students who have low motivation. According to Dörnyei and Ushioda (2021), motivation is the force that initiates, directs, and maintains learners' efforts in learning a language. Correspondingly, Ryan and Deci (2020) explain that motivated students will be more involved in the learning process because they view learning activities as something meaningful and useful.

Motivation in learning English can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from the student's interest, curiosity, pleasure, and personal satisfaction in learning English. Meanwhile, extrinsic motivation is influenced by factors from outside such as teacher support, classroom environment, parental support, academic grades, and future career opportunities (Ryan & Deci, 2020). Both types of motivation contribute significantly to student engagement in learning and achievement of learning

outcomes. Therefore, teachers need to create a supportive learning environment so that students ' intrinsic and extrinsic motivation can develop optimally.

Learning English as a foreign language presents various challenges, especially for Junior High School students. Many students experience difficulties in mastering vocabulary, grammar, pronunciation, self-confidence when speaking, as well as anxiety when using English. These barriers can reduce students ' desire to actively participate in learning activities. Al-Hoorie et al. (2021) asserted that learning motivation is dynamic and continues to be influenced by classroom interactions, learning strategies, relationships with peers, self-confidence, and student learning experiences. Similarly, Mercer and Dörnyei (2020) state that a positive relationship between teachers and students and a supportive classroom environment is able to increase students ' motivation and involvement in the learning process.

B. Formulation of the Problems

The problems in this research are:

1. What are students' motivation to learn English at eight grade of MTs Al-Munawwar Bojonegoro?
2. What factors influence eight grade MTs Al-Munawwar Bojonegoro students' motivation to learn English?

C. Objectives of the Study

This research aims to:

1. To find out students' motivation to learn English at eight grade of MTs Al-Munawwar Bojonegoro.
2. To analyze the factors that influence eight grade MTs Al-Munawwar Bojonegoro students' motivation to learn English.

D. Significances of the Study

1. Theoretical Significance

The results of this study are expected to contribute to the development of theories related to student learning motivation in English language learning, particularly in the context of English at the MTs Al-Munawwar Bojonegoro level. This study is also expected to provide empirical evidence that supports previous studies and serves as a reference for future studies, especially those using qualitative methods.

2. Practical Significance

a. For Schools

This study is expected to provide useful information for schools regarding student motivation in learning English. The results of this study can support schools in improving the quality of English language learning and in

designing school policies or programs that create a more supportive and motivating learning environment for students.

b. For Teachers

The results of this study are expected to help English teachers understand student learning motivation and the factors that can influence it. By understanding the state of student motivation, teachers can design more effective learning strategies, create interesting learning activities, and build a positive classroom atmosphere for English language learning.

c. For Students

This research is expected to help students become more aware of their motivation in learning English. The findings of this study can encourage students to develop a more positive attitude towards English learning, increase participation in learning activities, and foster confidence, enthusiasm, and interest in learning English.

d. For other researchers

This study is expected to serve as a reference for other researchers interested in conducting similar research on student learning motivation in English language learning. The results of this study and the methods used are expected to provide insight and guidance for future research, particularly those using a qualitative approach.

E. Definition of Terminologies

1. Motivation

Motivation is a dynamic process that serves to initiate, direct, and maintain students' learning behaviour, in order to achieve learning objectives. In the context of English language learning, motivation influences students' willingness to participate in learning activities, persevere in the face of difficulties, and complete learning tasks. Motivation can be influenced by internal factors, such as desire, interest, attitude, and self-confidence, as well as external factors, such as the role of the teacher, the learning environment, and the student's future goals. Dörnyei (2021) emphasizes that motivation plays a very important role in determining the quality and success of language learning.

2. English Language Learning

English language learning is the process by which students acquire linguistic knowledge and communication skills in English, including listening, speaking, reading, and writing skills. English language learning emphasizes not only mastery of language structure, but also the development of the ability to use language meaningfully in various situations. Richards (2021) states that effective English language learning requires active student involvement, meaningful interaction, and continuous practice supported by appropriate learning strategies.