

**STUDY OF STUDENT MOTIVATION ON ENGLISH LEARNING IN SMUN 1
TEMINABUAN, SORONG, WEST PAPUA****Ida Siti Hamidah**

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Email : idah29759@gmail.com**Abstract**

This study aims to investigate factors that affect the level of student motivation in English subjects. Researcher describe the same conditions that have occurred in the Teminabuan district, West Papua. In this area, students experience difficulties in learning English, especially in communication or conversation. Researcher used qualitative research methods, because they fit perfectly with the problem under study. Researcher conducted interviews with students, and English teachers at SMUN 1 Teminabuan. Research data in this study used an interview that was questioned to respondents to be answered in order to get valid answers . In addition, researchers also monitor student learning methods and learning systems to measure students' abilities in learning English. The instruments used were 20 questions that had been provided. Analyst data obtained by means of qualitative descriptive techniques in the form of descriptions of phenomena that occur in the Teminabuan district. The results showed that the intrinsic and extrinsic factors were very influential on student learning motivation. Based on this research, it can be concluded that negative behavior can reduce student learning motivation, and positive behavior and increase student learning motivation.

Key word: Student's motivation, Phenomena, Measure, English's subject.

INTRODUCTION

Study on student motivation in learning English, in particular for foreign students receive significant attention from numerous researchers. Therefore, student learning motivation needs to be improved so that the learning system is more effective. The level of motivation to learn is influenced by several factors, both internal and external (Warman et al., 2019), (Nadawiyah & Astari, 2021), (Sari, 2018), (Ariastuti & Wahyuddin, 2014).

Practically, students' motivation to learn in SMUN 1 Teminabuan still has some problems during the learning process, especially in speaking skill which researcher will discuss. The most common problem is the low motivation of students in learning English.

The problem of student motivation was first demonstrated experimentally by Life (2014) in his seminal study that many students do not have enough opportunities and

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companions to practice English in Taiwan. This problem is caused by the classroom lacks a situated learning environment, in which students can immerse during oral practice.

The student motivation of senior high school 1 Teminabuan in learning English is still very low until now. One of the causes is the same as the research conducted by Life (2014) is lacking a situated learning environment. Based on the monitoring the researcher makes in receiving daily English lessons, they still have difficulties. According to the author's conclusion after interviewing the participants, the reason is the geographic conditions area that makes it difficult for students to get a proper education. Until now, there are still many students who do not have access to good schools. The Teminabuan area is still considered rural, and the some areas are still remote. So, this becomes a main problem for students to learn and interact with the outside world. Besides that, the student laziness in learning English is another factor of low motivation. As a result, their education is still very low, especially in learning foreign languages in speaking skill. According to data from BPS (Central Statistics Agency), West Papua and Papua have the lowest scores in education, especially in English. Among all provinces in Indonesia, in the 2010-2015 Human Development Index (HDI) report. West Papua has a score of 61.73, and Papua has a score of 57.25. Meanwhile, the average HDI score in Indonesia is 69.55. According to date, there is still a lack of awareness of the importance of education, which triggers the low quality of education in Papua. Papuan students, especially in Teminabuan do not understand the importance of education and the essence of learning. Anjani (2019) demonstrated that the geography is part the causes of low the students' motivation in learning English. Based on interviews that involving English teachers, it is found that the average score of English in Senior high school class in Papua has not reached the specified minimum standard, this is termed the minimum completeness criteria, Risky and Suharmoko (2019). Kurniati (2015) argues that the low motivation of students in learning English in Papua is the lack of mastery of four basics English skills, namely: speaking, listening, reading, and writing.

The impact of low student motivation in following English lessons, such as: students become undisciplined and think that English lessons are not an important subject, English becomes very foreign among students because they think English is not the main language, student achievement decreased and did not improve, the mastery of grammar and vocabulary become weak (Shaleh, 2022), . An example of low student motivation is students tend to be bored and not enthusiastic about receiving English subject matter (Dina et al., 2022), (Muttaqien, 2017), (Syaparuddin et al., 2020). Students are always passive and not creative in class, so they cannot do the lesson work correctly (Sutiah & Pd, 2020), (Wahyuningsih, 2020), (Anwar, 2018), (Jihad, 2013). There are also some students who have high motivation, such as students who have high thinking skills, responsive in receiving English lessons and has high reasoning power, they can always overcome difficulties in learning problems (Suardi, 2018). Highly motivated students are usually confident in speaking English and can convey ideas. Students who are independent and have high motivation can be measured from the achievement of the standard value of the national exam results. They are usually very optimistic in facing the

tests and show great interest. They have a strong curiosity in English lessons, so they have good performance. And students who have high motivation certainly really like the lesson, which affects the highest test scores of students.

This research is important to do because the author wants to help students who experience difficulties and limitations in learning English languages in regional areas, such as in the Teminabuan district. According to the researcher has explained, there are still many students who do not succeed in learning English. Most of the students have difficulty understanding the lesson. So that researcher is interested in researching this problem. This research is expected to add insight to readers that the situation and problems of education in rural areas are still happening and there is no solution yet. The problems and the causes that have been described are currently happening in SMUN 1 Teminabuan. The researcher conducted an investigation to describe and provide accurate information to various parties, such as the teachers, the government in order to take examples and can help with this problem. In addition, researchers can also provide input to other educators, so that they can teach more effectively and understand more about technology and new solutions to various problems faced by students. With the result, that it can improve performance in a better direction.

In this case, the researcher will conduct more specific research on students' motivation in learning in English subjects in Teminabuan district, West Papua. Researcher want to find out the crucial causes in relation to the minimum ability and desire of students to learn English to date, and also the causes of factor, especially in English communication, speaking skill or conversation. Besides that, the reason the researcher chose the field of English lessons to be researched was because it was in accordance with the field that the researcher studied. Because the topic of this study was about student learning motivation and the factors that influence the level of student interest in learning, the researcher conducted interviews in school, direct interviews with the principal, teachers and students of the school to obtain valid information in a qualitative way.

Based on the problem about factors cause the low motivation of students in learning English at SMUN 1 Teminabuan which researcher have explained above, this research aims to: 1). Determine the factors that influence the low student's motivation in participating in English lessons at SMUN 1 Teminabuan District, West Papua, 2). Know of the problem causes of low student motivation in learning English, 3). Find the right efforts to increase a student's desire to learn English, 4). Find the solutions to overcome and provide information to readers about the importance of English language education for their future, 5). Introduce the latest methods on how to learn English to increase students' desire to learn.

The theoretical benefit of this research is: 1). Developing insight into the science of English education, 2). Bring improvements to the quality of teachers in teaching, 3). Increase students' motivation, 4). Understand students' shortcomings, and 5). Know the reasons for the student's lack of motivation.

The practical benefit of this research is: 1). Input to the teachers to be able to improve the quality of English education in accordance with curriculum standards, 2). Improve student learning competence by improving learning, 3). Add the insight for the researcher in the form of theories related to English, 4). Increase knowledge and contribution of thoughts on how to develop the education method.

RESEARCH METHOD

A. Theoretical Review

1. Students' Learning Motivation to English Language

Mappiase and Sihes (2014) argue that English has become a good medium of communication in Indonesia and it has adopted as a teaching language in higher learning institutions. English is a standard medium communication in Indonesia, so English as a foreign language has become a compulsory subject in Indonesia. For example, the students have a high motivation in learning English as a foreign language with various purposes of improving international language skills, such as of getting a good job, and raise the standard of communicating quality.

To understand more about students' enthusiasm or motivation for learning English as a foreign language, the first, the readers have to know the meaning of motivation. Koo and fishbach (2014) suggest that motivation is the reason underlying individual actions in doing something to achieve a goal progress. Aarts and custers (2012) maintain that motivation can be interpreted as the reason behind an action performed by someone's behavior in doing something for a certain achievement, desire and purpose. Ludwig (2016) points out that motivation is a form of action taken by a person that can be seen from an interaction between an individual and the situation. Palmer (2020) argues that motivation has something to do with the enthusiasm for learning. Iqmaulia and Usman (2019) explain that motivation is very important in learning because motivation with student interest in learning is closely related. Salsabila and Usman (2021) propose that motivation affects the level of a student's interest in learning because motivation can encourage student enthusiasm in learning. Liu (2014) suggests that motivation is an absolute requirement in learning because it can direct, arouse, and nurture students in the learning process.

Weiner (1990) demonstrated that motivation is an internal condition that awakens individuals to act, and encourages us to do something to achieve a goal, and makes us interested in carrying out an activity. Meanwhile, Uno (2007) shows that motivation is an internal and external drive in each individual to do something active, with the desire, interest, encouragement, hope, aspiration, appreciation, and respect. Syahrury (2018) examines the meaning of students' motivation in learning English is the interest of students to learn a foreign language that can be seen from the ability to master the language both oral and written.

To date, several studies have investigated the motivation in student learning from several previous researchers. Based on the search of literature, there are four

outstanding theories of motivation used by researchers, including : Abraham H. Maslow's theory (needs theory) argues that humans have five hierarchies of needs, namely: 1. physiological needs such as hunger, thirst, fatigue, etc. 2. comfort needs such as psychology, psychology, and intellectual. 3. The need to be loved, protected, and cherished. 4. The need for respect and self-respect. 5. Actualization needs such as the need to develop abilities on oneself. So that with the explanation of this theory, each individual arises the motivation to achieve these needs. David McClelland an American psychologist, the founder Clelland's theory (the theory of the need for achievement) states that humans have various and different motivations and needs for achievement according to their abilities. So with this theory, it can provide an explanation of the motivation of each individual to do something, according to their respective and needs. Clayton Alderfer, the maker of Alderfer theory (Theory ERG) argues that the need for existence, the need to relate to other parties, and the need for growth. With these needs, each individual has the motivation to fulfill their needs by making an achievement. The mentally psychologist Frederick Herzberg in USA the founder of Herzberg's theory (two-factor theory) states that motivation consists of motivational factors and hygiene or maintenance. Namely, the thing that encourages and motivates individuals to achieve an achievement is intrinsic, that is, it comes from within a person, while hygiene, or maintenance factors are extrinsic which comes from outside themselves which can determine a person's attitude in achievement.

The following table demonstrates the previous studies regarding the factors that can affect motivation.

Researchers on motivation theory	Factors affecting motivation
Moslow's theory (researched by Abraham. A)	- Psychologist - needs
Clelland's theory (researched by David Mc. Clelland)	- Needs - Respective
Alderfer's theory (researched by Calton Alderfer)	- Need for achievement
Herzberg theory (researched by Frederic Herzberg)	- Intrinsic factors - Extrinsic factors - (intrinsic and extrinsic factors encompass the entirety)

Of the four theories about motivation above, Herzberg's theory is very closely related to the research that researchers do. Herzberg's theory (hygiene-motivational theory) explains that there are two factors that affect satisfaction and dissatisfaction that affect motivation. Herzberg also explained that hygiene factors can produce These factors are intrinsic and extrinsic factors, intrinsic factors are the driving force that comes from within a person, and extrinsic factors are the

driving force that comes from outside of satisfaction and dissatisfaction, for example satisfaction in getting an achievement, and good interpersonal relationships. Meanwhile, factor motivators can produce high motivation, satisfaction, and commitment to an achievement, for example personal achievement, status, and recognition.

A. Research Design

The research method was carried out by interview. The choice of the in-depth interview method is because it can describe more specifically the learning motivation of students in SMUN 1 Teminabuan district, including geographical conditions, student abilities, teacher competence, teaching methods, and factors that influence the level of student interest in learning. The type of assessment is by reviewing students in class during the teaching and learning process, describe by describing the phenomenon under study, and explanation, namely explaining the situation about the object of research specifically to be used as report material. Therefore, this research is examined descriptively.

By conducting descriptive qualitative research, researchers are expected to be able to describe the topic clearly, precisely based on existing facts, explaining the actual conditions that occur in the field. In this case, it explains the problem of the low interest in student learning in the Teminabuan district and can convey information to all readers to find a solution.

B. The participant

The participants in this study were students of SMUN 1 Teminabuan, South Sorong as many as 126 students of SMUN 1 Teminabuan among 66 female students, and 60 male students, teachers, and school principals.

The participant was determined by stratification, determining the level of students' motivation, it was determined by students who had high, low and moderate scores, by identifying the total number of participants. According to Dalen (1981) "there are several steps that must be taken in determining the participant, namely determining the respondent, accurate data, selecting the student and the number." This means that the participant is considered valid if the student has been determined, reliable data and the selection of the right classification of student's ability.

To obtain accurate information, this study requires research informants as samples such as students, teachers and school principals as the person in charge of education.

C. Research Instruments

In obtaining information, this study uses in-depth interviews of participants to obtain data on the level of student motivation in learning activities. An interview was used to study the high school students' motivation and low interest in learning English, especially in conversation at SMUN1 Teminabuan. The interview used with the students comprised 20 questions. The interview following attitude objects was included: the purpose of

learning English, the reason to study English, English lessons in school, the learner's attainment in English. The learners were also asked how much of the English they had known before starting school. The items focused on the reasons for enrolling the student in the experimental program, the student's attitudes towards English lessons, the monitoring of the students day-to-day studying, the English as such, English in general and native speakers of English the students were learning. The parents were also interviewed about the family members' knowledge of FLs.

D. Data collection procedures

To obtain data in this study, data collection techniques were carried out by virtual interviews. The data collection procedure will be recorded and then copied in the form of a written transcript. Before conducting the interview, the first stage the researcher determines the open questions. Secondly, to identify students who will be interviewed in order to determine student learning motivation and student's abilities. The third determines the type of guided interview that is practical, in order to produce valid information. The four the researcher used the recording procedure and recorded the transcripts of the participants' answers. And the last step, the researcher determines the right time for the interview. Through this technique, the researcher conducted interviews in detail by asking several questions to each student as a participant. Researcher conducted interviews by virtual where the students doing online classes. Interviews were conducted in an open and structured manner in which participants answered according to existing facts. Data obtained from transcript report and interviews. In addition, researcher also made direct inquiries of teaching and learning activities in the virtual classroom. The procedures are described in the following table.

Table Data Collection Procedures

No	Activities
1	The researcher determines the open questions
2	The researcher identifies students who will be interviewed in order to determine student learning motivation and student's abilities
3	The researcher determines the type of guided interview that is practical, in order to produce valid information
4	The researcher used the recording procedure and recorded the transcripts of the participants' answers
5	The researcher determines the right time for the interview

E. Data Analysis

A recent study by Goodwin, and Connor (2015) described that used a qualitative research method, so that the data obtained was more accurate, effective, detailed, and clear. A qualitative study by Suryono (2010) claims that qualitative research is research that is used to investigate, discover, describe and explain qualities that cannot be described through a quantitative approach.

The data analysis technique in this study was carried out through a comparison process and use thematic analysts, where the data obtained from the results of the interviews both individuals and simultaneously, the data were retested with the interviews with teachers and principals.

RESULTS AND DISCUSSION

Based on this description, it can be concluded that the researcher agrees with Herzberg's theory. From the research results, the researcher concluded that intrinsic and extrinsic factors are the main factors that influence students' motivation in learning. So, the researchers find similarities between the results of the research about students' motivation conducted by Herzberg's theory. While other theories about motivation only explain generally about human needs and there is no specific explanation about student learning motivation. So that author only point to one Herzberg theory.

The intrinsic and extrinsic factors are also influenced to the student's motivation in learning English lessons at the high school level. Sartika (2019) compared the rate of Indonesia is still in the lower ranking category of 72 countries in the category of mastery of English on an international scale. One study by Khairani (2020) examined the English lessons at the high school level tend to be seen as a difficult, boring and disliked subject by some students, because English is a large subject with vocabulary that is difficult for students to translate, especially in pronunciation.

The conclusion from the explanation above is that motivation relates to student motivation in learning with various causes. The relationship between motivation and student interest, especially high school student achievement level, namely achievement is determined by the existence of learning motivation. Meanwhile, learning, motivation requires factors that can encourage it to learn. As Herzberg explained, that these factors include intrinsic and extrinsic factors that have been previously described. For Teminabuan high school students, the motivation which is driven by the support of both parents and teachers, as well as the ability and satisfaction of students in learning can improve student achievement in learning. In addition, infrastructure also makes students motivated to learn more enthusiastically, so that student achievement increases due to satisfy.

One study by Oletic (2014) in book's theory examined the trend in motivation in learning English was developed under the influence of behavioral (theory in the 1950s) and emphasized by human drives and needs, such as price, high grade, extra points, competitions, student beliefs, emotions, teachers and parents support value in achieving. These factors are very influential student motivation in this case is English lessons. That's mean that these two factors are intrinsic and extrinsic that influence to low and high interest to student motivation in learning English lessons.

Previous Studies

A recent systematic literature review by Al-Alwani (2013) concluded that intrinsic and extrinsic motivation in faculty members are executed on learning as a teaching delivery tool. Extrinsic motivation, focus on environment and condition a reward

influence to achievement, meanwhile intrinsic comes from within such a self-readiness can increase motivation to learn.

Preliminary work on student motivation was undertaken by Blokhina (2020) found that the goal student motivation in student's learning foreign language, such spoken encouragement, detailed written comment to students, an informal assessment system based on project method, can give positive motivation. The positive motivation is influence of successful learning, besides that the psychological characteristic is a very important thing that can push the high motivation in learning a foreign language. In this case, the intrinsic and extrinsic elements affect students' motivation to learn.

A systematic study of student motivation was reported by Elizabeth & Ena (2019) who found that intrinsic motivation in learning is influenced by extrinsic. The two components between intrinsic and extrinsic are related to each other. The motivation depends on student responsibility, how the student has effort and strategies to learn to get an achievement or goal, for example, students prepare the abilities to be able to learn English well as a foreign language in order to get a good job. In this case intrinsic and extrinsic motivations are connected.

Previous Research

Thus the researcher explains about the same problems that have been done by previous researchers.

In a large longitudinal study, Theobald (2005: 10) investigated the student motivation. "There are two general types of motivation, extrinsic and intrinsic". The intrinsic and extrinsic motivation can affect the level of student interest in learning. External motivation is the influence that comes from outside which can affect students' interest in learning environment examples, appreciation, achievement, and mastery of subject matter. Internal motivation comes because of the influence from the students themselves, namely students who learn well in order to be able to assess high, love for certain lessons, curiosity in lessons, etc. Internal motivation in learning depends on the level of students and efforts to learn in learning. If the student decides to be successful, the student will do his best to get a satisfactory grade. Besides that, self-belief can also affect the level of student motivation. For example if students believe they can master the subject matter well, then they will succeed. On the other hand, if this student believes he will fail, then that student will fail. So the motivation to learn is related to the masters, efforts and one's intention of the value of success based on people's perceptions and their business processes in doing something. External motivation in learning is related to support and influence and culture. Students in learning need teacher support in learning, so that students understand and master the material. In this case, the teacher is very influential and plays an important role in the high level of individual student motivation. Besides that, cultural differences are also an external factor in student motivation.

Theoretical Framework

Anjaryani (2020) argues that the problems of education in Papua are very complicated. This is due to low awareness of the importance of education. Generally the problems are unequal geographic, lack of teachers, lack of qualified human resources, and lack of

textbooks. From an economic perspective, there is still a lot of poverty which affect education. From a social perspective, the development of social infrastructure in Papua is not optimal, thus affecting the low motivation of students in learning, especially learning English as a foreign language. In terms of geography, the population of Papua is not evenly distributed and this problem can affect progress in education. And political conditions that are not conducive in certain places is neglect education, it is resulting in low student motivation. All of these reasons do not support the education system in Papua, and inadequate schools greatly affect student education in Papua.”

Although many places in Papua have not evenly distributed education which can reduce students' motivation in learning, there are also some places that are developed and have national education standards. As in the urban areas of Papua, the community is aware of the importance of education. So that people prioritize education and increase their children's motivation in learning.

CONCLUSION

From this explanation, the researcher summarizes that factors that influence the high and low motivation of students in learning English, especially speaking skills are internal and external factors which are the main factors that play a role for students in Papua, so that readers better understand the conditions and situations. Based on the study above, most researchers argue that intrinsic and extrinsic motivation has a major effect on student motivation. This can be seen from various studies that discuss the factors of high and low student interest in learning and the conclusions of the report results. This means that motivation provides benefits and influences on increasing student interest in learning.

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