

Students' Motivation In Studying English At STKIP PGRI Lubuk Linggau

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Abstract—Motivation is one of the important factors affecting the success of students in learning. This study was aimed to find out the students' intrinsically or extrinsically motivated in studying English. Survey research was conducted and 48 English students were as the participants. In gathering the data, the researcher delivered the questionnaire. It consists of twenty one statements in which was developed by Vallerand et al. (1992), called Academic Motivation Scale (AMS). It is adapted to the condition and characteristic of Indonesian students. The result of the study indicated that the total mean score of intrinsic motivation is higher than extrinsic motivation $4.38 > 3.66$. As the conclusion, the English students of STKIP PGRI Lubuk Linggau had higher intrinsic motivation than extrinsic motivation in learning English.

Keywords: intrinsic motivation, extrinsic motivation, studying, english students

I. INTRODUCTION

Motivation is regarded as an influential element in the success of any activity. According to Ryan and Deci (2000) define motivation as concerning energy, direction, persistence and equifinality—all aspects of activation and intention. In terms of language learning Gardner (1985) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitude toward learning the language”. Furthermore, the students' success or failure in learning English depends on his/her motivation level. This is supported by Dornyei and Ushioda (2011) motivation has to be seen from selection attention to the division of motivation within the educational fields as to whether motivation is a primarily a ‘cause’ or an ‘effect’ of learning (p.5-6). They also explain that it is theorized in terms of positive cycles of ‘high motivation → high achievement → high motivation’ or negative cycles of ‘low motivation → low achievement → low motivation’. In conclusion, motivation is something evolves continuously, through a complex mental process which associates basic planning and goal setting, objective, task, action and outcome evaluation.

Having considered definition of motivation, there were two types of motivation; intrinsic motivation and extrinsic motivation. Vallerand and

colleagues (1997) cited in Dornyei (2011) divided intrinsic motivation into three sub-types: knowledge, accomplishment and stimulation (p.23-24). Intrinsic motivation to know (to learn) means engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world. Then, intrinsic motivation to accomplish things or toward achievement is engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something. Furthermore, intrinsic motivation to experience stimulation is engaging in an activity to experience pleasant sensations. However, extrinsic motivation includes three sub-types: external regulation, introjected regulation, and identified regulation. External regulation refers to the least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teacher's praise or parental confrontation); introjected regulation involves externally imposed rules that the students accepts as norms to be followed in order not to feel guilty (e.g. rules against playing truant); and identified regulation occurs when the person engages in activity because he or she highly values and identifies with the behavior, and sees its usefulness (e.g. learning a language which is necessary to pursue one's hobbies or interests). Harmer (2007:98) stated that intrinsic motivation comes from within individual. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. On the other hand, extrinsic motivation also influences students in learning. Harmer (2007:98) stated that “Extrinsic motivation is the result of any number of outside factors”. These outside factors include reward and punishment.

STKIP PGRI Lubuk linggau is one of college in Lubuk Linggau, South Sumatera province, Indonesia which is concerned on the producing students' to be professional English teacher. In learning English, the students had different motivation level of learning. Based on the

observation was done by the researcher, when they have high motivation, they will try to get success in studying. On the contrary, some of students feel English is a bored subject because they have low motivation levels. As a result, they were failure in achieving the goal of studying. In conclusion, the students who are taken English education department have different motivation level in studying English. The researcher was interested to conduct a study about the students' intrinsically or extrinsically motivated in studying English.

II. METHODS

The aim of this study is to find the data about students' motivation; either they used intrinsic or extrinsic motivation in learning English. This survey research was conducted to the English students of STKIP PGRI Lubuklinggau and participant was 48 English students. In gathering the data, the researcher delivered the questionnaire. It consists of twenty one statements in which was developed by Vallerand et al. (1992), called Academic Motivation Scale (AMS). It is adapted to the condition and characteristic of Indonesian students.

The students were asked to answer the questionnaire by choosing five categories SA=5, A=4, N=3, D=2, SD=1. The scoring criteria for each items in this questionnaire is determined by using Likert Scale presented in table.

Table 1. Likert Scale Rating

Answer	Value
Strongly Agree (SA)	5
Agree (A)	4
Neutral	3
Disagree (D)	2
Strongly Disagree (SD)	1

The data obtained from the questionnaires were analyzed by calculating the mean for each question. A five-point Likert scale was used to measure the level and type of learning motivation. Such scale was used in the questionnaire to determine the level of agreement or disagreement of students' answer based on the following criteria.

Table 2.Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

III. RESULT AND DISCUSSION

Based on the result of the questionnaire, the following table presents three items about amotivation. The table 3.1 shows the results of questionnaire related to English students' amotivation in studying English. Amotivation proposed by Decy and Ryan (1985) means when a person is considered amotivated when she or he does not see a relation between her or his actions and their consequences, but rather sees the consequences as arising from factors beyond her or his control. In learning, students feel undecieved and starting asking themselves.

Table 3. Amotivation

No	Amotivation	Mean	Motivation Level
1	I know the reason why I am studying English.	4.13	High
2	Honestly, I waste my time in taking English class.	1.60	Low
3	I could explain the advantages of studying English.	4.54	High
Total		3.42	Moderate

Table 3 above describe the result of the study related to amotivation. Statement number 1 (I know the reason why I am studying English) and number 3 (I could explain the advantages of studying English) had the average mean score 4.13 and 4.54. These two statements prove that the students had high motivation in studying English. Before start studying, they have known their reason and goal of studying. However, the statement number 2 (honestly, I waste my time in taking English class) had the lowest average mean score 1.60. It means that the students were not agreeing to the statement. Their goal of taking English class is to improve their language skill.

Furthermore, three subscales designed to assess extrinsic motivation including (a) External Regulation, (b) Introjected Regulation, and (c) Identified Regulation. The statements number 4-6 are the statements to get the information about external regulation, the statements number 7-8 are about introjected regulation, the statements number 9 is about introjected regulation, the statement number 10-12 is about identified regulation.

Table 4. External Regulation

No	External Regulation	Mean	Motivation Level
1	I am studying English in order to get more prestigious job later on.	4.15	High
2	I am studying English in order to have a better salary later on.	3.85	High
3	I am learning English, because I know it's expected to me.	4.73	High
Total		4.24	High

Based on the table 4 above show that the total means score for external regulation was 4.24.

Statement number 4 (I am studying English in order to get more prestigious job later on), number 5 (I am studying English in order to have a better salary later on) and number 6 (I am learning English, because I know it's expected to me) had the average mean score 4.15, 3.85 and 4.73. It means that these three statements were in high motivation level.

Table 5. Introjected Regulation

No	Introjected Regulation	Mean	Motivation Level
1	I am studying English because I would feel guilty if I didn't know English.	2.92	Moderate
2	I am studying English because I would feel ashamed if I couldn't speak to my friends from the English community in their native tongue.	2.90	Moderate
3	I am studying English in order to show myself that I am a good citizen because I can speak English.	2.69	Moderate
Total		2.83	Moderate

Based on the table 5 above show that the total means score for introjected regulation was 2.83. Statement number 7 (I am studying English because I would feel guilty if I didn't know English), number 8 (I am studying English because I would feel ashamed if I couldn't speak to my friends from the English community in their native tongue), and number 9 (I am studying English in order to show myself that I am a good citizen because I can speak English) got the average mean score 2.92, 2.90, and 2.69 were in moderate level.

Table 6. Identified Regulation

No	Identified Regulation	Mean	Motivation Level
1	I am taking English class because I think it is good for my personal development.	3.83	High
2	I am taking English class because I choose to be the kind of person who can speak more than one language.	3.96	High
3	I am taking English class because I choose to be the kind of person who can speak English.	3.96	High
Total		3.92	High

Table 6 describe that all the students had high motivation level. It was supported by the total mean score 3.92. Statement number 10 (I am taking English class because I think it is good for my personal development), number 11 (I am taking English class because I choose to be the kind of person who can speak more than one language), and number 12 (I am taking English class because I choose to be the kind of person who can speak English) got the average mean score 3.83, 3.96 and 3.96.

Three distinct, unordered subscales designed to assess intrinsic motivation (intrinsic motivation to know, to experience stimulation, and to accomplish things). The statements number 13-15 are to collect about intrinsic motivation knowledge, the statements number 16-18 are about intrinsic motivation simulation, and the statements number 19-21 are to collect the information about intrinsic motivation accomplishment.

Table 7. Intrinsic Motivation-Knowledge

No	Intrinsic Motivation-Knowledge	Mean	Motivation Level
1	I am joining the English class because I enjoy the feeling of acquiring knowledge about the English community and their way of life.	4.10	High
2	I am joining the English class in order to get experience in knowing more about English literature.	4.19	High
3	I am joining the English class in order to get the satisfied feeling and finding out new things.	4.25	High
Total		4.18	High

Based on the table 7 show that the total means score was 4.18. It was in high motivation level. Moreover, Statement number 13 (I am joining the English class because I enjoy the feeling of acquiring knowledge about the English community and their way of life), number 14 (I am joining the English class in order to get experience in knowing more about English literature), number 15 (I am joining the English class in order to get the satisfied feeling and finding out new things) had the average mean score 4.10, 4.19, and 4.25.

Table 8. Intrinsic Motivation-Simulation

No	Intrinsic Motivation-Simulation	Mean	Motivation Level
1	I feel amazing when I hear foreign languages spoken.	4.46	High
2	My pleasure when I am hearing English spoken by native English speakers.	4.33	High
3	My best and high experience while I am speaking English.	4.33	High
Total		4.38	High

In table 8, statements number 16 (I feel amazing when I hear foreign languages spoken), number 17 (My pleasure when I am hearing English spoken by native English speakers) and number 18 (My best and high experience while I am speaking English) got the average mean score 4.46, 4.33 and 4.33. The total mean score was 4.38. It means that the students' intrinsic motivation-simulation was in high motivation level.

Table 9. Intrinsic Motivation-Accomplishment

No	Intrinsic Motivation-Accomplishment	Mean	Motivation Level
1	When I grasp a difficult construct in English, it will be enjoyment and nice experience for me.	4.52	High
2	It will be my pleasure to wait for the final score of the study and surpass me in my English studies.	4.73	High
3	It will be my satisfaction feeling, when I am in the process of accomplishing difficult exercises in English.	4.48	High
Total		4.58	High

Based on table 9 above, it can be concluded that all the students had high motivation level. It was supported by the average mean score of intrinsic motivation-accomplishment was 4.52, 4.73 and 4.48. The total mean score was 4.58.

Based on the data presented above, the students of STKIP PGRI Lubuk Linggau have high extrinsic and intrinsic motivation in learning English. Vallerand and colleagues (1997) cited in Dornyei (2011) divided intrinsic motivation into three sub-types: knowledge, accomplishment and stimulation (p.23-24). Intrinsic motivation to know (to learn) means engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world. Intrinsic motivation to accomplish things or toward achievement is engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something. Intrinsic motivation to experience stimulation is engaging in an activity to experience pleasant sensations. However, extrinsic motivation includes three sub-types: external regulation, introjected regulation, and identified regulation. External regulation refers to the least self-determined form of extrinsic motivation, coming entirely from external sources such as rewards or threats (e.g. teacher's praise or parental confrontation). Furthermore, Introjected regulation involves externally imposed rules that the students accepts as norms to be followed in order not to feel guilty (e.g. rules against playing truant). The last, identified regulation occurs when the person engages in activity because he or she highly values and identifies with the behavior, and sees its usefulness (e.g. learning a language which is necessary to pursue one's hobbies or interests).

From the data finding, the English students of STKIP PGRI Lubuklinggau understanding some reason of learning English and could explain some advantages of them and also enjoy studying English

in order to improve their ability in English. Their goal of studying is very fantastic. They were interested in studying English in order to get more prestigious job and better salary in the future. Furthermore, based on the calculation score of the students' extrinsic and intrinsic motivation, the researcher got that the total mean score of extrinsic motivation is 3.66 and the total mean score of intrinsic motivation is 4.38. It can be concluded that the English students of STKIP PGRI Lubuk Linggau had higher intrinsic motivation than extrinsic motivation. By having high level of motivation in learning, they could achieve their goal of learning because motivation is one of the factors and it plays an important role in teaching and learning process.

IV. CONCLUSION

Based on the results of the study, the researcher found that the English students of STKIP PGRI Lubuk Linggau had higher intrinsic motivation than extrinsic motivation. It was supported from the total mean score of extrinsic motivation is 3.66 and the total mean score of intrinsic motivation is 4.38. It means that the students' intrinsic motivation was in high motivation level and extrinsic motivation considered as moderate motivation level.

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