



## An Analysis of the Motivation in Learning English as a Foreign Language of Senior High School Students

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### ABSTRACT

Motivation is an element that affects a student's ability to learn. There are two different kinds of motivation: integrative and instrumental. Instrumental motivation moves learners to learn a language because of positive attitudes toward the target language, culture, community, way of life, literature, etc. Integrative motivation drives individuals to learn a language for practical reasons. This study aimed to determine the motivation for learning English as a foreign language among 12th-grade senior high school students and the factors that influence the students' motivation to learn English. The type of research used was a mixed method sequential explanatory model by conducting quantitative research first, followed by qualitative data collection. To collect the quantitative data, the researcher used questionnaires. Meanwhile, to manage the qualitative data, the researcher conducts semi-structured interviews. The result of the study shows that it was found that 12th-grade high school students have both integrative and instrumental motivation. Then, four factors influence the student's motivation, namely: the teacher, the method of teaching, which refers to the way that students are taught, the Atmosphere in class, and success in learning.

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## 1. INTRODUCTION

English is a required subject taught in senior high schools in Indonesia. It follows that proficient English usage is required of the students. Still, only some students have the drive to study English. There are many reasons why students learn a foreign language; some are motivated by a particular interest in the language or its speakers, while others study it pragmatically. Several factors, such as motivation, aptitude, and attitude, influence a person's language acquisition.

*Motivation* is an element that affects a student's ability to learn. *Motivation* is an inclination that makes someone feel passionate about taking action to accomplish a goal. Motivation can catalyze attaining successful outcomes. An individual will do something because he is motivated to do it. High motivation for learning will yield the best results. Lai (2011) defines *motivation* as the term that describes the causes of willing and volitional actions—motivation about actions, views, values, beliefs, and interests. Every human being needs an incentive to complete tasks, including learning. According to Hayikaleng et al. (2016), motivation is crucial for students to succeed in their English language acquisition. Another way to think about motivation is as a person's driving force behind their actions or the desire to repeat them. When asked to participate in different learning activities by the teacher or on their own, a person with strong learning motivation will be highly enthusiastic. Motivation can measure the success or failure of learning a foreign language (Noviana, 2022).

Sukri (2021) stated that more motivated students will study more quickly than less motivated students. Students need more motivation to learn English to disengage, misbehave, and create discipline issues. Motivations for learning a foreign language, especially English, vary. An individual may learn a foreign language because he is interested in the language; for example, they want to work in a foreign language country, so having language skills in that country is necessary. In addition, someone may learn a foreign language because they want to learn about another nation's culture. Another possible motivation is the desire to master a foreign language.

Dornyei (1998) categorizes language learning motivation into integrative and instrumental. Integrative motivation drives learners to learn a language because of a positive attitude toward the target language, culture, community, way of life, literature, etc. In integrative motivation, the students need to attach themselves to the role of the target inside the language community. It includes students' reasons to learn English. Students would amplify their motivation and desire to combine themselves into a culture (Umpung, 2022).

Instrumental motivation drives individuals to learn a language for practical reasons, such as getting a job, passing an exam, or traveling to a foreign country. Instrumentally motivated learners perform mainly to attain external rewards, such as appraisal, personal fulfillment status, or power. Hence, instrumentally motivated learners' desire to learn a foreign language is aligned to accomplish some non-interpersonal purposes (Rahadianto, 2022).

Several factors influence student learning motivation; Harmer (1991) stated there are four factors affecting learner's motivation: the teacher, the method of teaching, which refers to how students are taught, the Atmosphere in class, and success in learning. These factors can affect student motivation and must be considered in learning activities.

This study aims to determine the type of motivation possessed by students in grade 12th of SMA Angkasa Adisutjipto and what factors influence student motivation.

## 2. METHODS

A sequential explanatory model using mixed methods is employed in the study design. A mixed-method sequential explanatory model is a research strategy that integrates quantitative and qualitative data collection and analysis. It has two main parts: first, quantitative data is gathered and evaluated, and then, qualitative data is collected and examined in light of the quantitative findings. The researcher employed interviews to obtain qualitative data and questionnaires to obtain quantitative data for the data collection. The participants of this study are the 12<sup>th</sup>-grade students of Angkasa Senior High School, the academic year 2023/2024.

The learning motivation questionnaire was structured according to the Likert scale model, with five alternative answer choices. The answer options are Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), and Strongly Disagree (STS). The score weight of each response is as follows: Strongly Agree is scored 5, Agree is scored 4, Undecided is scored 3, Disagree is scored 2, and Strongly Disagree is scored 1. The questionnaire contained twenty statements, of which ten were concerning integrative motivation (statements 1, 3, 5, 7, 8, 10, 13, 15, 19, and 20) and ten more were regarding instrumental motivation (statements 2, 4, 6, 11, 12, 14, 16, 17, and 18). Then, the researcher will conduct an interview to collect the qualitative data.

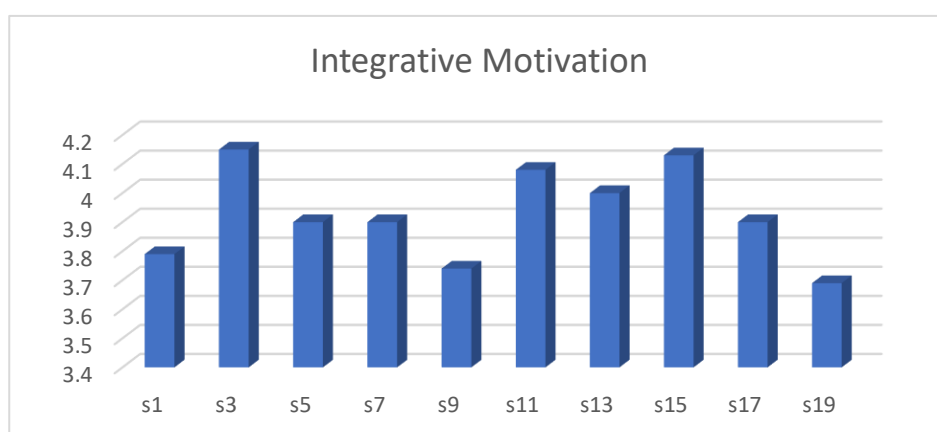
## 3. RESULTS AND DISCUSSION

### Results

#### The Type of Motivation

Questionnaires were distributed to 40 students of 12<sup>th</sup> grade of SMA Angkasa Adisutjipto, and 39 respondents filled out the questionnaire. The questionnaire results are as follows.

#### a. Integrative Motivation



Graphic 1. The integrative motivation of 12<sup>th</sup> grade students in learning English

Based on the questionnaire analysis, the higher integrative motivation for statement S3, I am determined to learn English to the best of my ability to achieve maximum proficiency obtained mean 4,16. This statement received "strongly agree" answers from 17 participants,

agree from 13 participants, and disagree from 2 participants, and no one chose strongly disagree.

The second highest gain was for statement S15, "Learning English can satisfy my interest and curiosity," which obtained a mean of 4,13. The responses were "strongly agree" from 19 participants, agree from 11 participants, disagree from 3 participants, and strongly disagree from 1 participant.

The third highest was statement S11, "I like the language because it is a beautiful language," which obtained a mean of 4.0. This statement received "strongly agree" from 14 participants, "agree" from 14 participants, and "disagree" from 3 participants; no one chose "strongly disagree."

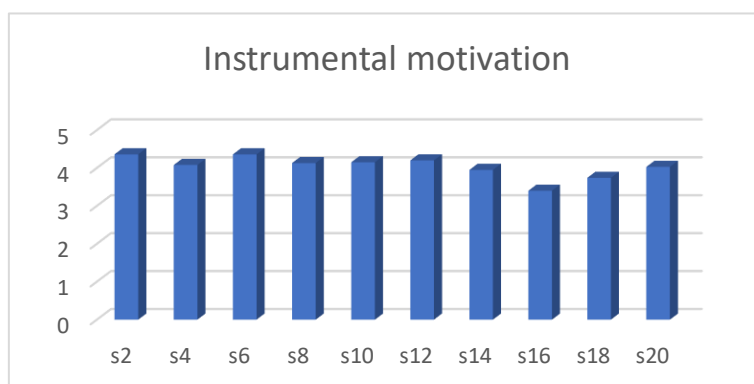
Statement S5 gained fourth place, "Learning English helps me to be open-minded and friendly like a native English speaker," obtained a mean of 3.90. This statement received "strongly agree" from 9 participants, "agree" from 19 participants, and "disagree" from 3 participants, and no one chose "strongly disagree."

The fifth place on statement S7, "Learning English helps me to behave like a native English speaker, for example, using English accents and expressions," obtained a mean of 3.90 got "strongly agree" from 13 participants, "agree" from 14 participants and "disagree" from 3 participants and "strongly disagree" from 1 participant.

The sixth place was statement S17, "enjoy conversing with people who speak good English," which obtained a mean of 3,79. This statement received "strongly agree" from 11 participants, "agree" from 15 participants, "disagree" from 5 participants, "agree" from 4 participants, and 1 participant chose "strongly disagree."

The seventh place is statement S1 English can make me appreciate Western movies and music obtained mean: 3.74. It received "strongly agree" from 16 participants, "agree" from 16 participants, "disagree" from 6 participants, and no one chose "strongly disagree." The last is statement S19, "Learning English makes me able to appreciate English art and literature," which obtained a mean of 3.69. It received "strongly agree" from 11 participants, "agree" from 15 participants, "disagree" from 6 participants, and "strongly disagree" from 2 participants.

## b. Instrumental Motivation



Graphic 2. The instrumental motivation of 12<sup>th</sup> grade students in learning English

The higher instrumental motivation is for the statement, "I learn English because it will someday be useful in getting a good job," obtaining a mean of 4,36. It received "strongly agree" from 24 participants, statements "agree" from 9 participants, "disagree" from 2

participants, and no one chose “strongly disagree.” Then with the same mean of 4,36, statement S6, “Learning English is important to me because it will help me when I travel abroad,” received “strongly agree” from 24 participants, statements “agree” from 9 participants, “disagree” from 4 participants, and no one chose “strongly disagree.” The second higher instrumental motivation is for the statement S12 Learning English can be important because it will make me a more knowledgeable person obtained mean 4,20. It received “strongly agree” from 19 participants, statements “agree” from 12 participants, “disagree” from 3 participants, and no one chose “strongly disagree.”

The third higher instrumental motivation is the statement S10, “Learning English can be important for me because it will help me to pursue my studies,” obtained 4,15. It received “strongly agree” from 19 participants, statements agree from 9 participants, “disagree” from 2 participants, and no one chose “strongly disagree.”

The fourth position is for the statement S8, “Learning English can be important for me because it will help me search for information and materials in English on the Internet,” obtained mean 4,13. It received “strongly agree” from 15 participants, statements “agree” from 17 participants, “disagree” from 3 participants, and no one chose “strongly disagree.”

The fifth position is statement S4, “Learning English can be important for me because I will be able to communicate with native speakers of English,” which obtained a mean of 4,08. It received “strongly agree” from 17 participants, statements “agree” from 13 participants, “disagree” from 5 participants, and no one chose “strongly disagree.”

The sixth position is for the statement S2, “English can raise my social status,” which obtained a mean of 4,03. It received “strongly agree” from 17 participants, statements “agree” from 12 participants, “disagree” from 4 participants, and 1 participant chose “strongly disagree.”

The three lowest instrumental motivations are for statements S14, S18, and S16. The statement S14, “Learning English will enable me to keep up with the development of the world economy, science, and technology,” obtained a mean of 3,95. It received strongly agree from 14 participants, statements “agree” from 15 participants, “disagree” from 2 participants, and no one chose “strongly disagree.”

The statement S18, “I mainly focus on 3 using English for a class assignment, and the exams,” obtained a mean of 3,74. It received “strongly agree” from 11 participants, statements “agree” from 13 participants, “disagree” from 4 participants, and 1 participant chose “strongly disagree.”

The last statement is S16, “Learning English is a graduation requirement,” obtained a mean of 3,40. It received “strongly agree” from 8 participants, statements “agree” from 13 participants, “disagree” from 4 participants, and 5 participants chose “strongly disagree.”

### **The Factors that Influence Student's Motivation**

The interview session was conducted after all respondents filled out the questionnaires. The researcher took three respondents as a representative. All the representatives considered English an international language that is very important to learn. Their biggest motivation to learn English is to get a satisfactory grade, apply for university, and get a better job. In addition to these factors, they are motivated to learn English because they think mastering English will make it easier for them to watch movies and play games in English.

Then, the researcher asked what factor increases motivation; the respondents said the teacher's teaching method, and they consider that fun teaching methods, such as using games, will excite them. Furthermore, they feel more motivated to learn English if their

environment, the learning environment in the classroom, supports them in using English. From the students' answers, the researcher then categorized the answers into four parts based on Harmer's theory. Harmer (1991) stated four factors that affect a learner's motivation: the teacher, the method of teaching, which refers to how students are taught, the Atmosphere in class, and success in learning.

The factors that influence student motivation in learning English are as follows:

#### **a. The Teachers**

When asked about the role of teachers in motivating students, all respondents agreed that teachers play an essential role in motivating students. Teachers have a significant influence on students' interest in learning. In classroom learning, the character of the teacher is considered very influential. From the interview results, the following statements were obtained:

*"When learning in class, I like teachers who are kind and patient. When I do not understand the material, I hope the teacher can explain the material that I do not understand patiently."* (Respondent 1).

*"I like teachers who are fun and kind so that I can follow the lesson with enthusiasm, and if I don't understand something, I can ask without fear of being scolded"* (Respondent 2).

*"I like teachers who are kind and patient, and when I do something wrong, I don't get scolded. I like teachers who motivate me to keep learning"* (Respondent 3).

From the statements of the three respondents, if teachers have friendly, kind, pleasant characters and can inspire their students, learning will become more conducive, leading to maximum learning outcomes by the learning objectives to be achieved. A wise teacher will realize their students' differences and accept the nature and style of personality and different dispositions with complete understanding. Of course, in implementing the teaching and learning process, the teacher must be flexible in adjusting to the situation and conditions so that the implementation can run optimally.

Therefore, teachers must continue improving themselves to improve their competence as professional teachers. In addition to personality competence, teachers still have to improve pedagogical, professional, and social competencies so that the teaching and learning process improves.

#### **b. Method of teaching**

Factors from outside the student can influence a student's learning motivation. One of them is the teacher's teaching skills. The relationship between learning methods, motivation, and learning outcomes is causal; namely, learning methods and motivation influence learning outcomes. The application of learning methods is one of the variables in determining learning outcomes. The application of learning methods can motivate students so that, in the end, they achieve better learning outcomes.

Teaching activities can stimulate students to be active and creative in learning; a conducive learning environment is needed besides being adjusted to motivation. Whether or not the goals of the teaching and learning process are achieved depends greatly on the communication between teachers and students. Hence, a teacher must use teaching skills to facilitate communication.

*"I will feel bored if in the lesson, the teacher only asks us to read or do practice questions in the textbook. I like fun teaching methods, using technology, such as quizziz or word wall." (Respondent 1).*

*"When learning English, I like it when the teacher asks us to work in teams. That way, I can exchange opinions and information with my friends. Besides, working in groups can improve my communication skills and also train my speaking skills" (Respondent 2).*

*"My favorite learning method is using games, either quizzes or games that require teamwork with my classmates. Because with games, learning becomes fun and not boring" (Respondent 3).*

The interview results show that if the process of teaching and learning activities still does not support student activeness, which tends to be teacher-centered, such as the teacher in English class uses printed books as the only source of information when delivering English lessons can result in the formation of limited, one-way communication, namely the teacher to the students so that the students don't seem as engaged. However, when the teacher uses media and fun teaching methods such as games or group work, students become more motivated and enthusiastic in participating in English lessons. Therefore, there needs to be a teacher's effort to improve learning outcomes by designing what learning activities will occur in the classroom.

### **c. The atmosphere in class**

One major element affecting motivation in the classroom is the atmosphere. The lighting, temperature, acoustics, lines of sight, desk arrangements, resources, and other aspects of the classroom environment significantly impact student learning. Students may benefit from a supportive learning environment if there are positive evaluations of the class atmosphere. Students will typically participate more actively in the learning process if they perceive their classroom as safe, welcoming, and supportive environment where everyone is respected and cherished. Students may not study as effectively in uncomfortable settings as in more comfortable ones. Therefore, poorly lighted and packed classes can be highly demotivating.

*"I hope I have friends who can support and give feedback when learning English. When I try to learn English, sometimes some friends don't like me and think I'm pretentious. It would be great to have friends and a supportive learning environment." (Respondent 1).*

*"I only have a few friends who can help me develop my English skills in class. That is because not all my friends are able and motivated to learn English. In addition, when we try to practice using English, some friends bully us if we get the vocabulary wrong." (Respondent 2).*

*"I want to learn English by practicing speaking with my classmates, but I am insecure because if I am wrong, I am often laughed at. I wish I had supportive friends, friends that I could learn with." (Respondent 3).*

The interview results show that a supportive friendship environment and having the same interest in learning can inspire and motivate. When students have friends who are passionate about learning and continuing to develop themselves, they feel motivated to learn English together. This is where social support from the friendship environment is very important in helping students overcome learning barriers.

Therefore, teachers and students need to understand and utilize the influence of the peer environment wisely. The teacher can create a collaborative and supportive classroom environment in the learning process.

#### d. Success in Learning

In learning English, students need to develop all four language skills important for daily communication: listening, speaking, reading, and writing. In learning these skills, of course, each student faces their problems. The fourth factor that affects students' motivation in language learning is the success in learning. The success refers to the appropriate level of challenge designed by the teachers. Students hope that teachers can design classroom activities that are based on their abilities in English, not too difficult or not too easy. Students hope that the learning activities provided by the teacher, both material and questions, are manageable but challenging so that they can develop their skills. This is as they said in the interview:

*"I will have difficulty doing the questions if the teacher gives questions that are so difficult because I don't know English, so I hope the teacher gives the material and questions from the easiest first, then gradually the difficulty level can increase."* (Respondent 1)

*"I like English lessons, but even so, learning English is not easy for me. I hope the teacher doesn't give difficult English questions and exercises."* (Respondent 2)

*"I don't like English, and I don't think I can speak English. When I see English problems and exercises, I get sleepy and not motivated to do them. If possible, I want to do easy exercises only".* (Respondent 3)

Students may become unmotivated to learn if the level of difficulty of the task or activity is too high or too low. Providing high-stakes tasks could be detrimental to motivation. A minimal degree of challenge might also demotivate students.

Then, to succeed in learning English, teachers must be able to design their materials and tests well and improve and increase their competence in teaching. The preparation of materials and questions must be based on students' cognitive level.

## Discussion

Based on graphics 1 and 2, it is known that grade 12 students have both integrative and instrumental motivations. Since Grade 12 students are in their last senior high school year, most are motivated to learn English for school exams. Some of them are also motivated to get a good university and a good job. It is stated by Holt (2001) in Yuliza (2021) that, usually, students who learn foreign languages tend to have instrumental motivation because they want to pass the university entrance exam.

For integrative motivation, grade 12 students have the motivation to learn English because they have an interest and curiosity about English, plus they like English movies and works. Then, by mastering English, they can enjoy these works. Research proposed by Holt (2001) states that integrative motivation can sustain long-term success in foreign language learning. This is because students who previously had instrumental motivation with the aim of entering college may not be motivated to learn again after they enter college. For this reason, integrative motivation also needs to be instilled in students. If students have integrative motivation, they will learn the language proactively, continue to study English during after-school English classes, and enjoy the learning process by not seeing it as an additional learning burden (Yee, 2017).



Then, to help increase students' integrative motivation, teachers are expected to provide opportunities for students to communicate and interact in the language community. An individual's level of motivation determines whether they succeed or fail in learning English. Siti (2017) stated that even though some students think studying English is challenging, they will succeed in their English language learning endeavors with motivation. From the interview results, the researcher concluded that most students will study hard and diligently to improve their English skills. The students hope they can understand more about and speak in English by learning English. As for the interview results, some things motivate students to learn English. According to Harmer (1991), four factors can affect student motivation: 1) Teacher. The teacher here is the personality possessed by the teacher. Lailiatissakinah (2024) stated that it takes more than a teacher who has a good personality. Students will be interested in English lessons if the teacher can deliver the material interestingly. This is to the interview results; students will be more enthusiastic and motivated to learn if the teacher has a good personality. 2) The teaching method refers to the way students are taught. Students like learning that involves them actively in the learning process, such as teamwork, and fun teaching, such as using games. 3) The atmosphere in the classroom, students will be eager to learn when they have a supportive environment and friends. 4) Success in learning. Success in learning refers to the challenges designed by the teacher. Students expect teachers to design classroom activities that suit their ability in English, not too difficult or not too easy.

#### 4. CONCLUSION

Based on the result of the study, it was found that the 12th-grade high school students have both integrative and instrumental motivation. Students with instrumental motivation are motivated to learn English to get into university and get a good job. Then, students with integrative motivation are motivated to learn English because they want to achieve maximum proficiency. Then, four factors influence student motivation: teacher, teaching method, class atmosphere, and success in learning. It is important for a teacher to always be able to maintain and increase the motivation of his students to learn and find ways to increase students' enthusiasm for learning, foster a declining spirit of learning, and increase one's learning motivation. Knowing students' learning motivation can be a great source of knowledge and understanding for teachers. Once they know these matters, teachers can execute relevant tasks, activities, or programs that promote motivation in the learning atmosphere.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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