

## Motivation to Learn English for Junior High School Students in Yogyakarta

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### Abstract

*The aim of study was to analyze the level of motivation in junior high school students, especially in English lessons. This is because the average English test scores in junior high schools are still not stable above the KKM (minimum completeness criteria). This type of research is a quantitative descriptive. The method used in this study is a survey and data collection techniques using a questionnaire. The sample in this study was 335 students from 16 junior high schools in Yogyakarta City. The results of the research on the motivation to learn English for junior high school students in the city of Yogyakarta based on the intrinsic motivation of learning English for junior high school students in the city of Yogyakarta were in a "very low" position of 1.78% (1 student), "low" 6.26% (21 students), "sufficient" 16.41% (55 students), "high" 32.53% (109 students), "very high" 44.47% (149 students). extrinsic motivation to learn English for junior high school students in the City of Yogyakarta is in a position of "very low" 1.02% (1 student), "low" 15.22% (52 students), "enough" 17.21% (58 students), "high" 38.30% (129 students), "very high" 28.25% (95 students). The conclusion of this study is that the motivation of junior high school students in the city of Yogyakarta can be concluded as "enough". There is a need for further studies on how to increase motivation so that students have a willingness to learn English.*

**Keywords:** Learning Motivation, learning English, Students

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## INTRODUCTION

Learning is a process of changing behavior and activities in life to be able to produce good changes. In learning there is always a process of practice and repetition and the need for guidance (Sutirta, 2022). Therefore, learning is needed to improve learning outcomes or self-quality, especially English. Many factors play a role in learning English for students, such as teachers, parents, school, friends, environment and mentality (Ayu, 2020; Susmiatun et al., 2021; Nurtika & Hasbullah, 2021 & Lasut, 2021). Further according Hadi (2021) English proficiency is influenced by 3 factors, namely, motivation, talent and opportunity. So, it can be said that one of the factors that play a role in learning is motivation. Students who have good learning motivation, these students can make learning activities or practice more active, disciplined and responsible. Previous research explained that motivation is the greatest capital for students in learning English to produce academic achievement or grades at school (Dewi, 2020 & Sukmawati & Budiastuti, 2020).

The success of students in learning depends on their motivation because motivation directs them to the desired goal or result. The learning motivation possessed by students in each learning activity plays a very important role in increasing student achievement in certain subjects, especially English. Motivation is divided into 2 types, intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation from within the individual, while extrinsic motivation is motivation from outside the individual (Izzatunnisa et al., 2021). The characteristics of students who have high motivation include being diligent in learning and doing assignments, the desire to deepen the material, the desire to achieve and the desire to keep moving forward (Nurmalasari & Isfahani, 2021).

In previous research, high motivation in learning English affects test results in English exams (Zaitun et al., 2020). To increase students' motivation in learning English, it can be done in various ways and innovations. An example is using a special English application, namely Our World 1.0. It was explained that the application can significantly increase the motivation to learn English (Muhammad et al., 2021). In addition, learning using audio-visual is also able to increase motivation to learn English. The results of the study showed that students' skills in speaking English increased (Syahrin & Bin As, 2021).

However, the current problem is the lack of investigation into English motivation at the junior high school level. The average score for English exams in junior high schools is still not stable above the KKM (minimum completeness criteria). The purpose of this study was to investigate the level of motivation in junior high school students, especially in English lessons. This research was conducted so that teachers, educators, academics, and parents can support and help students to be more active in learning English. Because when learning motivation increases, students will move towards attitudes, levels and behavior of students who are new to learning, in this case learning English.

## METHODS

This type of research is descriptive quantitative. The method used in this study is a survey and data collection techniques using a questionnaire. Which means students filled out the questionnaire as many as 8 questions and contained indicators of motivation to learn English. This research is presented in the form of a 5-point Likert scale with a questionnaire grid in table 1. The validity test with the product moment correlation and Cronbach's alpha reliability test with a value of 0.712, which means the numbers are valid and reliable. The location of the research is at SMP in the City of Yogyakarta Special Region of Yogyakarta which will be held in February 2023. The population in this study is Junior High School students in Yogyakarta City. The research sample was taken by purposive sampling, with the criteria of junior high school students in the city of Yogyakarta. The sample in this study was 335 students from 16 schools by distributing closed questionnaires via the Google form. Then after the data is collected it will be tested using SPSS 26.

Table 1. Instrument Grid

Variable	Factor	Indicator
Motivation to Learn English	Intrinsic	1. Want to get English skills
		2. Want to improve self-quality
		3. English is a language that is considered interesting
		4. The ideals to be achieved
	Extrinsic	1. Want to be praised by parents, teachers and friends
		2. Get a high score on the exam, in order to pass
		3. Many friends can speak English
		4. All technology uses English

## RESULTS AND DISCUSSION

This study aims to analyze students' learning motivation in learning English. The data in this study is in the form of student learning motivation as measured by using a questionnaire. Data on student motivation in learning English can be seen in table 2.

Based on table 2, it shows that the motivation to learn English for junior high school students in the City of Yogyakarta is in a very "very low" position of 2.11% (7 students), "low" 20.89% (70 students), "enough" 32.23% (108 students), "high" 31.43% (105 students), "very high" 13.43% (45 students). Based on the average score, which is 32.12, the motivation to learn English for junior high school students in Yogyakarta City is in the "enough".

Table 2. Norms for Result of Motivation to Learn English for Junior High School Students

No	Intervals	Category	Frequency	%
1	$35,24 < X$	Very High	45	13,43%
2	$32,16 < X \leq 35,24$	High	105	31,34%
3	$29,08 < X \leq 32,16$	Enough	108	32,23%
4	$26,96 < X \leq 29,08$	Low	70	20,89%
5	$X \leq 26,96$	Very Low	7	2,11%
Amount			335	100%

Table 3. Norms for Result of Motivation Intrinsic to Learn English for Junior High School Students

No	Intervals	Category	Frequency	%
1	$17,20 < X$	Very High	149	44,47%
2	$13,90 < X \leq 17,20$	High	109	32,53%
3	$10,60 < X \leq 13,90$	Enough	55	16,41%
4	$7,30 < X \leq 10,60$	Low	21	6,26%
5	$X \leq 7,30$	Very Low	1	1,78%
Amount			335	100%

Based on table 3, it shows that the intrinsic motivation of learning English for junior high school students in the City of Yogyakarta is in a position of "very low" 1.78% (1 student), "low" 6.26% (21 students), "enough" 16.41% (55 students), "high" 32.53% (109 students), "very high" 44.47% (149 students).

Table 4. Norms for Result of Motivation Extrinsic to Learn English for Junior High School Students

No	Intervals	Category	Frequency	%
1	$18,09 < X$	Very High	95	28,25%
2	$14,70 < X \leq 18,09$	High	129	38,30%
3	$11,31 < X \leq 14,70$	Enough	58	17,21%
4	$7,38 < X \leq 11,31$	Low	52	15,22%
5	$X \leq 7,38$	Very Low	1	1,02%
Amount			335	100%

Based on table 4, it shows that the extrinsic motivation to learn English for junior high school students in the City of Yogyakarta is in a position of "very low" 1.02% (1 student), "low" 15.22% (52 students), "enough" 17.21% (58 students), "high" 38.30% (129 students), "very high" 28.25% (95 students).

Based on the table, over all the learning motivation of junior high school students in the city of Yogyakarta is in the sufficient category. These results show that students' learning motivation is actually good from the categories of "enough", high, to very high with a total of 258 students and the remaining categories are very low to low with a total of 77 students. The students' intrinsic motivation in learning English was relatively high in the "high" (109 students) and "very high" (149 students) categories with a total of 258 students, meaning more than half of the sample, namely 335 junior high school students from Yogyakarta City in this study. This shows that they are aware that English is an important subject and must be mastered. With awareness from within the individual student, it will be a capital for students to get grades or achievements in English language learners (Aminah & Anjar Nugraha, 2021; Kholifah et al., 2021; Hu, 2022; Erniyati & Putra, 2022). While other students with other categories, namely "sufficient" (55 students) "low"

(21 students) and "very low" (1 student) can still be supported again so that motivation can grow from within the individual.

While students' extrinsic motivation can be said to be good, even though students who have extrinsic motivation are in the "high" (129 students) and "very high" (95 students) categories with a total of 224 students, meaning that the number is less than students who have intrinsic motivation. category "high" (109 students) and "very high" (149 students) a total of 258 students. While the results of extrinsic motivation in the categories of "sufficient" (58 students), "low" (52 students), and "very low" (1 student) are actually more than intrinsic motivation.

These results need to be the basis, that the motivation to learn English from outside the individual also has an influence on students (Khau & Thach, 2021 & Khan, 2021). Motivation is one of the driving factors to achieve success in learning English (Dauyah & Yulinar, 2018; Kurniawati, 2015). Gardner (2006) argues that students with high motivation can do things (learn) better than students with low motivation. With strong motivation in individuals (students) can generate high enthusiasm in learning. Most students currently have a negative attitude towards the importance of using English because they regard English only as a foreign language that is rarely used (Mubarok, 2019; Utami & Nurjati, 2017). Therefore it is necessary to have a special approach on how to increase students' extrinsic motivation so that they are more active and persistent in learning English. Extrinsic motivation factors can also arise from teacher competence, educational demands, parental or family background, environment and even technology (Bani Fawaz, 2022 & Jelena et al., 2022). Because in an era like this English has become a language that is needed and used both in the school environment but in work, university, health, technology, entrepreneurship and other fields that require English skills

## CONCLUSION

Motivation to learn English is really needed from an early age. Based on the results, it can be concluded that the motivation of junior high school students in the city of Yogyakarta is sufficient. There is a need for further studies on how to increase motivation so that students have a willingness to learn English. This method can be from within the individual students themselves or from external factors such as students, teachers, schools, parents, environment and friends. So with this research it can be a reference that the motivation to learn English for junior high school students in Yogyakarta City needs to be improved.

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