THE ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING
ENGLISH AT SMAN 3 PAYAKUMBUH

THESIS
Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) Degree in English Language Education

Written by:
SALSABILA NAZFA
NIM.20018030

Supervisor:
Honesty Yonanda Ayudhia, S.Pd, M. Pd
NIP.199408302022032016

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI PADANG
2024

HALAMAN PERSETUJUAN SKRIPSI

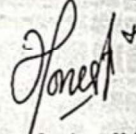|	
Judul	: THE ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING ENGLISH AT SMA N 3 PAYAKUMBUH
Nama	: Salsabila Nazfa
NIM	: 20018030
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

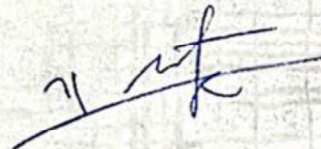Padang, Agustus 2024

Disetujui oleh,

Pembimbing

Honesty Yonanda Ayudhia, S.Pd., M.Pd
NIP. 199408302022032016

Mengetahui,

Kepala Departemen Bahasa dan Sastra Inggris

Dr. Yuli Tiarina, S.Pd., M.Pd
NIP. 19770720 200212 2002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

THE ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING ENGLISH
AT SMAN 3 PAYAKUMBUH

Nama   : Salsabila Nazfa
NIM/TM   : 20018030/2020
Program Studi : Pendidikan Bahasa Inggris
Jurusan   : Bahasa dan Sastra Inggris
Fakultas   : Bahasa dan Seni

Padang,   Agustus 2024

Tim Penguji   Tanda Tangan

1. Ketua   : Dra. Aryuliva Adnan, M.Pd :

2. Sekretaris : Dian Safitri, S.Pd., M.Pd   :

3. Anggota   : Honesty Yonanda Ayudhia, S.Pd.,M.Pd :

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama	: Salsabila Nazfa
NIM / TM	: 20018030 / 2020
Program Studi	: Pendidikan Bahasa Inggris
Departemen	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *"The Investigation Of Students' Motivation In Learning English At SMAN 3 Payakumbuh"* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara. Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Saya yang menyatakan,

Dr. Yuli Tiarina, S.Pd., M.Pd.

NIP. 197707202002122002

Salsabila Nazfa

NIM. 20018030

ABSTRACT

Nazfa, S. (2024). The Analysis of Students' Motivation In Learning English At SMAN 3 Payakumbuh. Faculty of Language and Arts, Universitas Negeri Padang.

This study analyzes the level of motivation of eleventh grade students at SMAN 3 Payakumbuh in learning English. It also aims to identify what students need in order to increase their motivation. As motivation plays an important role in language learning, fostering desire and enthusiasm for the subject is crucial. This study only used a questionnaire with a five-point Likert scale to measure students' motivation. This study involved 101 students as population, 30 students as pilot study and 71 eleventh grade students as sample. The results showed an average intrinsic motivation score of 3.09, which was categorized as moderate. Similarly, the mean extrinsic motivation score was 2.67, also indicating a moderate level. Based on the overall score of 2.88 and the Likert scale interpretation, the students showed moderate to low levels of motivation overall. This suggests that, on average, eleventh graders have a moderate level of motivation in learning English. To address this, the study explored the potential needs of students to increase motivation. The result of the second questionnaire was to demonstrate students' needs with the highest average score of 3.28 from students who chose for teachers to combine various learning media such as songs, movies, and English learning apps.

Keywords: motivation, learning English

ABSTRAK

Nazfa, S. (2024). The Analysis of Students' Motivation In Learning English At SMAN 3 Payakumbuh. Faculty of Language and Arts, Universitas Negeri Padang.

Penelitian ini menganalisis tingkat motivasi siswa kelas sebelas di SMAN 3 Payakumbuh dalam belajar bahasa Inggris. Penelitian ini juga bertujuan untuk mengidentifikasi apa yang dibutuhkan siswa untuk meningkatkan motivasi mereka. Karena motivasi memainkan peran penting dalam pembelajaran bahasa, maka menumbuhkan keinginan dan antusiasme terhadap mata pelajaran tersebut sangatlah penting. Penelitian ini hanya menggunakan kuesioner dengan skala Likert lima poin untuk mengukur motivasi siswa. Penelitian ini melibatkan 101 siswa sebagai populasi, 30 siswa sebagai studi percontohan dan 71 siswa kelas sebelas sebagai sampel. Hasil penelitian menunjukkan rata-rata skor motivasi intrinsik sebesar 3.09, yang dikategorikan sedang. Demikian pula, rata-rata skor motivasi ekstrinsik adalah 2.67, yang juga menunjukkan tingkat sedang. Berdasarkan skor keseluruhan 2.88 dan interpretasi skala Likert, para siswa menunjukkan tingkat motivasi yang sedang hingga rendah secara keseluruhan. Hal ini menunjukkan bahwa, rata-rata, siswa kelas sebelas memiliki tingkat motivasi yang sedang dalam belajar bahasa Inggris. Untuk mengatasi hal ini, penelitian ini mengeksplorasi potensi kebutuhan siswa untuk meningkatkan motivasi. Hasil dari kuesioner kedua adalah untuk menunjukkan kebutuhan siswa dengan skor rata-rata tertinggi 3.28 dari siswa yang memilih agar guru menggabungkan berbagai media pembelajaran seperti lagu, film, dan aplikasi pembelajaran bahasa Inggris.

Keywords: motivation, learning English

ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah SWT, the Lord of all living beings, whose boundless mercy and kindness have granted researchers good health and well-being to successfully finish their thesis titled "The Investigation Of The Students' Motivation in Learning English at SMA N 3 Payakumbuh." This thesis is used to fulfill the final requirement for obtaining a Bachelor of Education degree in the English Language Education Study Program at Universitas Negeri Padang. Sending blessings and greetings to the greatest leader of humanity, Prophet Muhammad Sallallahu 'Alaihi Wasallam.

In writing this acknowledgement, the writer recognizes the invaluable help and advice received from various parties in completing this thesis. The writer realizes that without their support, this thesis would not have been possible. Therefore, the writer would like to express her deepest gratitude to all parties involved.

1. To both of my wonderful parents, Father (Ernadi) and Mother (Zulfa), for their endless prayers, encouragement, understanding, love, and life lessons that have helped me through all the processes of life, completing the thesis, and obtaining a bachelor's degree.

2. To the writer's advisor, Honesty Yonanda Ayudhia, S.Pd, M.Pd, who has given a lot of attention, support, advice, and guidance from the beginning of the researcher's journey until the completion of this thesis.

3. To the writer's examiners, Dra. Aryuliva Adnan, M.Pd, and Dian Safitri, M.Pd, who have assisted the writer with valuable suggestions, comments, and

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. **Background of the Problem**

Motivation is crucial for learning English as it can inspire students to study with more enthusiasm. As stated by Mcdonald (2016) motivation is a change in energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. Christiana (2009) states that motivation is a crucial factor that significantly contributes to achieving many primary goals in a student's academic life.

Following the definition of motivation provided above, it can be noted that there are also different types of motivation. According to Alizade (2016) states that there are two main types of motivation called intrinsic and extrinsic. Intrinsic motivation is when someone is motivated to do something because they find it personally rewarding, not because they expect a reward from someone else. According to Santrock (2011) defines intrinsic motivation as the desire to do something that comes from within oneself. On the other hand, Extrinsic motivation occurs when students participate in activities for external reasons, like getting good grades, receiving praise, earning special privileges, or obtaining certificates and material rewards (Alderman, 2013). Both of the motivation's types involve the effort and the desire to achieve learning goals, as well as attitudes toward learning the language.

Moreover, motivation in learning English is influenced by several

factors. These factors include the learner's mindset, learning environment, and most importantly, their motivation. As stated by Long et al (2013) motivation can be intrinsic, coming from the learner themselves, or extrinsic, fostered by the people and environment around them.

Furthermore, motivation is one of the important factors that contributes to the success of learning languages. According to Wang (2006), motivation is an important variable in second language acquisition and it has correlation with second language achievement and proficiency. When students are motivated, they are more likely to be curious, explore new interests related to the subject, and focus in class to gain a deeper understanding. Moreover, according to Hanan (2016), students' motivation plays a crucial role in achieving success in any subject, particularly foreign languages like English. It can be said that, even though motivation is not the only factor which contributes to the achievement of the language, it is a crucial factor in learning a language.

Analyzing students' motivation in learning English makes a significant contribution to English Language Teaching (ELT) in several ways, according to Gardner and Lambert (2006) understanding what motivates students can help teachers develop and implement more engaging and effective learning strategies. Motivational insights allow teachers to customize lessons to meet the diverse needs and interests of their students, which can lead to better learning outcomes. Also, understanding motivation can guide the development of assessment methods that are more supportive and less stressful for students.

Motivated students are more likely to respond positively to feedback, see assessment as an opportunity to improve, and remain committed to their learning goals. It can be concluded that motivation is an essential part in learning language, without having it, students will not have enthusiasm in learning English.

Based on the pre-research it was found that for many years, this school has never won an English competition in the field of English debate and English Olympics in the city of Payakumbuh and a lot of the students at the school, especially those in eleventh grade students have struggled to increase their motivation and practice the language. First, the students did not take the lesson seriously and it made some students excuse themselves by mentioning that they need to go to the restroom or feeling unwell. This problem led to a poor attendance of the students in English class. The similar problem also appears in the study conducted by Silaban and Halimah (2023) that the students have poor attendance in English class.

Second, the students showed little interest or passiveness in learning English, as indicated by their lack of enthusiasm and participation throughout the lessons. The similar problem from Crizjale (2020) also finds that some students had less participation while discussing in the classroom using the English language. In the teaching and learning English process in the class, students rarely ask the teacher about the material in class or after the class.

The researcher and teacher also noted that some students consistently submitted their tasks late. During preliminary interviews with the teacher, the

researcher discovered that students might not be aware of their motivation, which could explain their lack of enthusiasm. This lack of motivation was further evident in their low participation during English learning activities. Overall, it was apparent that many students faced challenges with motivation and practicing English.

Moreover, some research about the students' motivation has been done. First, the research done by Riyanti (2018) who study the role of motivation in learning English as a foreign language and the problems of low motivation commonly found in EFL contexts. The subjects of this study were secondary students. This study used a quantitative approach to collect data through questionnaires, semi-structured interviews, and observations. The results show that understanding motivational strategies is very important for English teachers in order to be able to motivate their students to learn a foreign language, particularly English language and some causes of low motivation in learning English as well as elaborates ways that teachers can do to increase students' motivation.

The second research by Shilova et al. (2020) aims to determine the motivation levels of primary school children and the factors that influence them when learning English. The study found that motivation and interest are higher when interactive techniques suitable for the students' age are used. The quantitative part of the study involved a survey that identified intrinsic motivations, revealing high and medium levels of motivation and interest among the students.

Third, Redzuan (2020) investigates how different types of motivation intrinsic, extrinsic, instrumental, and integrative affect university level foreign language learners in Brunei Darussalam and Malaysia. The study finds that intrinsic motivation is crucial for foreign language learning. Bruneian students are motivated by their interest, while Malaysian students enjoy the learning experience. Overall, the students' motivation plays a significant role in their foreign language learning success.

From all of the research, limited research is found about how the students' motivation and the students' need to increase their motivation in learning English. Besides, the pre-research in SMA N 3 Payakumbuh also shows that the students have moderate to low motivation in learning English. So, the researcher wants to analyze the research report entitled: The Analysis Of Students' Motivation In Learning English At SMAN 3 Payakumbuh.

B. Identification of the Problem

Based on the background of the study above, the problems of the study can be listed as follow:

1. Some of the students were not motivated to communicate by using English in the classroom.
2. Some students had less participation while discussing in the classroom using the English language.
3. Some students have poor attendance of the students in English class
4. The students are not punctual in submitting their task.

C. Limitation of the Problem

In view of the distinguishing proof of the issue, the researcher only limit the topic of this study on the analysis of motivation of the students' in learning English at SMA N 3 Payakumbuh in the Academic Year of 2024/2025.

D. Formulation of the Problem

As a result of the identification and limitation of the research, the researcher formed the issue as follows:

1. What is the student's level of motivation in learning English in the eleventh-grade students at SMA N 3 Payakumbuh in the Academic Year 2024/2025?

2. What do the students need to increase their motivation in learning English in the classroom?

E. Purpose of the Research

Based on the research question above, the purpose of this research is:

1. To analyze the students' level motivation in learning English in the eleventh-grade students' at SMA N 3 Payakumbuh.

2. To find out what do the students need to increase their motivation in learning English in the classroom.

F. The Significance of the Study

The result of this study is expected to provide some significance to the following:

1. In theoretically, this research could be used to:

    a. Teachers: the results of this study are expected to help teachers to understand and measure students' motivation level in learning English.

    b. Students: the research findings are expected to help students

understand what motivates them to learn English.

    c. Further Researcher: The research findings provide a basis for future studies and furthering motivation research.

2. Practically, the result of this research can be a valuable tool for:

    a. Teacher: This research aims to help teachers understand their students' motivation for learning English and identify any areas where students might need more encouragement.

    b. Students: The findings of this study are expected to make students know what causes their low motivation in learning English and update English better in the future with explanations in students' English learning.

    c. Further Researcher: This study's findings can be useful for other researchers who are studying similar topics.

G. Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Motivation: Motivation is a factor of success in learning a second or foreign language.

2. Learning Motivation: Ways to motivate students to reach their learning goals.

3. English Learning: Learning by doing activities that develop English ability and knowledge through teaching experience.