

Factors Affecting Students' Motivation to Learn English at SMA Negeri 1 Soppeng

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Abstract

The purpose of this research is to find out what factors influence students' motivation to learn English. This research took place at SMA Negeri 1 SOPPENG. The participants of this study were students of SMA Negeri 1 SOPPENG in class X.3. This study uses a descriptive qualitative method with the aim of sampling techniques to select participants. This research instrument is a questionnaire and interviews. Based on the results of the questionnaire, the researcher found data on students who liked and did not like learning English. Based on the results of the interviews, the researcher found data about what factors influenced the students' motivation to learn English. Furthermore, the researchers concluded that there were several internal and external factors that influenced students' motivation to learn English at SMA Negeri 1 Soppeng. The researcher found that there were two factors, namely positive factors and negative factors, which came from within the student and from outside the student. For factors from within students, there are two positives, namely to facilitate communication and also to facilitate entry into tertiary institutions, while for negative factors there are also two factors, namely, English is a difficult lesson and also from how students feel while studying. For external factors, there are two factors, namely family environmental factors and school environmental factors.

Keywords: *Motivation, factors, English learning.*

1. Introduction

A person can become independent with the help of education, which is a crucial life foundation. A person with education can achieve his goals and understand right from wrong. Additionally, a person with education will be more self-assured. An individual can contribute to the development of the country and the state through education. The phrase "promoting general welfare, educating the nation's life" from the Republic of Indonesia's 1945 Constitution highlights the value of education. utilizing the nationwide educational framework outlined in the 1945 Constitution.

The attitude and values that encourage someone to attain a goal are known as

motivation. Individuals are propelled toward accomplishing their goals by their attitudes and values, and they are inspired to act because they want to. When motivated, individuals will make wise decisions because they know that doing so will fulfill their desires.

One of the most crucial aspects of school is motivation to learn. Because it is an impulse that comes from both inside the student's inner self, commonly referred to as intrinsic, and from outside the student, commonly referred to as extrinsic, learning motivation is thought to have an important role and is in harmony with student success in learning.

Study the elements that motivate or discourage pupils from learning English. According to

Husna & Murtini (2019), since students' success in learning English depends on motivation, the two cannot be separated. When pupils lack motivation, they will believe that learning is tough and that they are not making any progress. Thus, it may be said that a student's motivation greatly influences how well they learn.

2. Literature Review

2. 1. Learning English

a. The Definition of Learning English

Since English is a worldwide language that covers many aspects of the globe, whether for children, exchange students at foreign colleges, businesspeople, wholesalers, or high-ranking authorities, it is one of the languages that is learned all over the world. (Pribadi, Azis, & Nurcahya, 2020). The goal of learning English is to improve one's capacity to speak the language in scenarios that are appropriate for the context, conditions, and everyday activities of the student. 2015 Wijaya

b. Skills in learning English

Once upon a time, the only prerequisite for graduating from high school was the ability to speak a foreign language. Speaking a second language, like English, has emerged as one of the most crucial studies today as a result of globalization to better education, employment, or even people's life when moving is necessary. Numerous researchers have searched for the most effective strategies to make the learning process feasible over the years. In order to help teachers of in-person or online classes assist language learners, numerous theories, learning, and teaching methodologies have been examined.

c. The importance of learning English

Have the ability to master the English language become an added value for someone to be able to compete and will make it easier to get job opportunities, scholarships, as well as in international relations. At the present time the

use of English has entered various sectors in social life, be it the sector education, business, employment, politics, and tourism. Therefore, it takes the habit of using English in everyday life to hone language skills. (Thariq, et al., 2020).

d. Learning English as a Foreign Language Learning in Indonesia

There is a long history of learning other languages in Indonesia. English and other foreign languages were taught in several schools throughout the colonial era. Along with other disciplines like Indonesian and Mathematics, English appears to be a requirement at the secondary school through postsecondary level. Because English is still the most important language and is regarded as an international language, it may be claimed that the position of foreign languages is complementary. Indirectly, English, one of the world's languages, holds a significant position in Indonesian education. This is unavoidable because the majority of science and technology in every subject is written in English or another foreign language, making it possible for Indonesians to learn those languages.

2. 2. Motivation

a. The definition of motivation

Motivation is an intentional attempt to influence, maintain, and guide a person's behavior so that he is encouraged to act in a way that will help him reach specific outcomes or goals. A personal change in energy known as motivation is characterized by the emergence of emotions and reactions to pursue goals. H. Nashar cites Frederick J. Mc Donald (2004:39). However, learning motivation is the propensity of students to engage in learning activities that are motivated by the desire to achieve the best potential performance or learning outcomes, according to Clayton Alderfer in H. Nashar (2004: 42).

b. The Role of Motivation in Learning English

When learning a foreign language, motivation is crucial to both the teaching and learning processes. Experts have undertaken numerous research on the impact of motivation in language learning. Fatiha (Gardner (2007), 2014; Ushioda (2016)). The findings of this study demonstrate that the primary element of language learning that cannot be separated and that determines the effectiveness of learning languages, especially learning foreign languages, is motivation. Garcia (2010). According to Bernaus & Gardner (2008), Uno (2008), and Bernaus, every attempt a person makes to obtain the desired results is motivation. When students are motivated, the learning process will be more favorable to their attitudes and willingness to participate in the learning process. Consequently, inspiration can inspire others.

2. 3. Factors Affecting Learning Motivation

a. Intrinsic Motivation

According to Aziz (2017) which is an indicator of the intrinsic motivation of participants students namely: 1) interests, 2) ideals, 3) ego-insolvent, and 4) recognized goals.

b. Extrinsic Motivation

According to Aziz (2017) which is an indicator of the extrinsic motivation of participants students namely: 1) Prizes, 2) compliments, 3) Punishment, 4) Competition with friends.

3. Research Methodology

3. 1. Research Design

The descriptive qualitative method was applied in this investigation. Descriptive research is research that aims to characterize current problem solutions based on data through presenting, analyzing, and interpreting, according to Narbuko & Achmadi (1999).

3. 2. Place and Time of Research

This research was conducted at SMA Negeri 1 SOPPENG, Jl. Samudra, Botto, Lalabata District, Soppeng Regency, South Sulawesi and it was done in April.

3. 3. Population and Sample

The research participants are selected via purposive sampling with criteria as follows:

- Students of SMA Negeri 1 Soppeng
- Students from class X.3
- 5 students who like learning English and 5 students who don't like learning English.

3. 4. Data Collection

The following are the steps taken for data collection as follows:

- The researcher introduced herself and conveyed the purpose.
- The researcher asked the respondent's willingness to participate in the research.
- Researchers asked respondents to fill out a questionnaire
- The researcher chose 5 students who liked learning English and 5 students who did not like learning English through the results of the questionnaire data
- Researchers asked respondents to be interviewed
- They can resign at any time without pressure.
- They were informed that their participation was off the record, only used for educational purposes.

3. 5. Instruments of the Research

Face-to-face interviews and questionnaires were employed in this study to gather all the information pertinent to the research problem. The primary research tool was a series of questionnaires. Students were asked to mark one of five options for each of the items on the surveys, including strongly agree, agree, neutral, disagree, and strongly disagree. When it comes to the interview, a set of questions would be explained in order to gather data in

line with the research objectives. The interview was semi-structured, with the researcher posing questions that the participants had to react to. Additionally, the researcher created fresh inquiries based on the responses of the respondents.

3. 6. Data Analysis

Data analysis, according to Milles & Huberman (2018), consists of three simultaneous activities: data condensation, data display, and drawing and confirming findings. The following stages are described.:

a. Data Condensation

The data condensation approach was applied in this study. Based on the outcomes of the interviews, the researcher filtered the data. The researcher's task of simplifying the data was made simpler thanks to this technique. This data can be handled in a way that allows for the verification and drawing of final findings.

b. Data Display

The process of systematically gathering data in order to draw inferences or present research findings is known as presentation of data. The final data reduction would be provided at this point to make the research's conclusions clearer. This data display was created to make it simpler for the researcher to see the big picture or specific research components.

c. Drawing and verifying conclusions

The last step was forming conclusions and confirming them. When researchers had finished managing and reducing data from the findings of interviews and observations, and the data gathered and educated was accurate, they would then proceed to drawing conclusions.

4. Findings

After analyzing the data, the researcher came to the conclusion that both internal and external influences can have an impact on students' motivation to learn English. The research's conclusions enumerate the answers to the following research questions:

4. 1. The intrinsic motivation that can affect students' motivation to learn English at SMA Negeri 1 Soppeng

There are many factors that can influence students' motivation to learn English. Here's the explanation:

a. Positive factors

There are several factors that can positively influence students to learn English, namely as follows:

1) To facilitate communication

Communication is an important part of everyday life. Various kinds of languages can be used to communicate, one of which is using English. The following are some opinions which state how important English is as a language that can be used for communication.

Based on the interview, MF said:

"Because several countries in the world have mastered English, mastering English can make it easier to communicate with foreigners."

Based on the interview, NA said:

"Because English is a global language, mastering English makes it easier for me to communicate with foreigners."

Based on the interview, MFA said:

"Because they deepen their knowledge of English so they can go abroad and make it easier to communicate well with foreigners."

Based on the interview, MA said:

"Because English is an international language, mastering English well can make it easier to communicate with foreigners effectively."

Based on the interview, N said:

"Because English makes it easy to communicate with foreigners."

From the opinions of the participants above, it proves how important it is to learn English to make it easier to communicate with foreigners.

2) Make it easier to get into a university

To enter a university is not easy with each dream major. Some students argue that mastering English can make it easier to enter a university. Here's the explanation:

Based on the interview, MF said:

"I want to major in Engineering, so to make it easier for me to communicate with foreigners I want to master English well" (page 60)

Based on the interview, NA said:

"I want to major in English Literature in college later" (page 61)

From the opinion of the participants above, it proves that encouragement from within students greatly influences students' motivation to learn English well so they can enter college easily.

b. Negative Factors

There are many negative factors that can affect students' motivation to learn English that come from within students. Here's the explanation;

1) English is difficult to learn

Based on the interview, N said:

"English is a difficult learning. In my opinion it is very difficult to use words, grammar and also pronunciation in English".

Based on the interview, KK said:

"Because pronunciation in English is very difficult. How to pronounce English words is complicated. Learning English is difficult to remember and memorize".

Based on the interview, MJ said:

"I think it's very difficult because of the way of writing, the way of pronouncing it, and also the different meanings. I think it's very complicated".

Based on the interview, RRW said:

"Because learning English is very difficult, difficult words. Ways of writing, different ways

of reading, and different meanings. The material is very difficult, especially in the 10 tenses material".

Based on the interview, AR said:

"Because English is a learning that looks easy but is very difficult to learn or practice. In my opinion it is very difficult because I have a very hard time understanding the meaning when the teacher explains the material using full English."

From the opinions of the participants above, it proves that students' perceptions of English influence students' motivation to learn English. Students' assumptions about English have made students give up before learning it. This makes students hear my English subject can make them not immediately interested in learning.

2) Students feel annoyed when learning English

Based on the interview, N said:

"I felt annoyed during the teaching and learning process, because I had difficulty understanding the material and also because during the teaching and learning process in English, I felt tired and bored so I played on my cellphone. Apart from that, I play on my cellphone, I feel inferior to my friends who are fluent and fluent in English."

3) Students feel nervous when learning English

Based on the interview, KK said:

"I felt nervous during the teaching and learning process, because I didn't know English vocabulary and its meaning."

4) Students feel bored when learning English

Based on the interview, MJ said:

"My feeling during the teaching and learning process is that I feel bored because I don't understand English material."

Based on the interview, RRW said:

"I feel bad, because it depends on the ingredients. If the material is easy then I can learn English, but if the material is difficult then I get bored studying."

Based on the interview, participant 5 said:

"I feel bored, because I don't understand the material, so sometimes I just pretend I understand in front of the teacher."

From the explanation above, it can be seen how students feel when learning English. Thus, if students always feel bored and bored when learning English, it will automatically have a big effect on student learning motivation. Students will not be motivated because of their feelings towards learning English.

4. 2. The extrinsic factors that can affect students' motivation to learn English at SMA Negeri 1 Soppeng

There are several positive factors that can influence foreign students to learn English. This factor can encourage students to learn English. Here's the explanation;

a. Good affect that can motivate students to learn English

Positive factors that come from outside the student's self can encourage students to learn English well. Based on the interview, participant 1 said:

1) Family environmental factors

Support from family for students in terms of academics is indeed very influential. The encouragement given by the family with various events so that students can be very motivated to learn, especially in learning English. Here's the explanation:

Based on the interview, MF said:

"Family factors, namely from my father. Encouraged me to learn English well to make it easier for me to enter college according to the major I want."

Based on the interview, MFA said:

"Families come from my father. It encourages me to learn English well to make it easier for me to join the police. When I graduate from high school, I dream of becoming a police officer."

Based on the interview, MA said:

"Family factors, almost all of my family members support and encourage me to learn English so I can go abroad because I want to go abroad for a study tour and also just for sightseeing."

From the explanation of the participants above, it proves that students will be very motivated if they get support from their respective families. It can be seen that students will always remember the advice from their families and accept input from their families well for their future. It can be said that motivating students is not enough with just words but also need strong evidence or images so that students are increasingly motivated to learn optimally in learning English.

2) School environmental factors

School environmental factors also greatly influence student motivation in learning. The influence of teachers and friends at school can always encourage these students to learn, especially in learning English. The experience of a student can be shared with friends and vice versa so that they can motivate one another. Here's the explanation:

Based on the interview, MF said:

"The school environment factor is from the teacher who always motivates me to be able to learn English as much as possible."

Based on the interview, Participant NA said:

"Factors in the school environment, namely from teachers and friends. Encouraged and influenced me to continue to study English."

Based on the interview, MFA said:

"The school environment factor is from the teacher who always motivates me to always focus on learning English."

From the explanation above it proves that the influence of the teacher who always encourages students will make students more active in learning English. A teacher who is good both inside and outside the classroom, providing motivation to students will have a special place in the hearts of students, because students not only need material but also really need direction and motivation by including various examples of stories from teachers both from experience himself or from the experiences of other people who have previously inspired everyone.

b. Bad affect that can motivate students to learn English

The reasons why students are not motivated to learn English can also be influenced by the surrounding environment, namely the family environment and the school environment. the influence of families who say various things about English that make students not interested in learning English. In addition, factors from the school environment are also very influential for students, the many perceptions about learning English from students that influence each other can also cause students to be not interested in learning English. The following is an explanation;

1) Family environmental factors

The family environment does not always have a positive impact on the younger generation. There are many family characters that can have a negative influence on students. A family's speculation about learning English varies. And speculation that is not good also has an impact on the motivation of students who consider the opinions of their families to learn English. Here's the explanation;

Based on the interview, N said:

"Factors from the first family environment from the father who did not support me to learn English".

Based on the interview, KK said:

"Factors from the family, namely my mother did not agree if I learned English."

Based on the interview, MJ said:

"The factor from the family environment is my aunt, who says that English is not important."

From the participant's explanation above, it proves that the negative influence of the student's family can have a very large impact on student learning motivation. The family's perception of learning English only looks at a glance and does not see how learning English really is. With this student will also be lazy to learn English.

2) School environmental factors

There are also many influences from the school environment that are not good, students can influence one another not to learn English due to various factors. Here's the explanation:

Based on the interview, KK said:

"The factor of my friend who always forbade me to learn English".

From the explanation of the participants above, it proves that the influence of friends is quite large in students' learning motivation.

5. Discussions

In this part, there will be a further explanation of the previous research. The findings, namely the results of: 1. What are the intrinsic factors that can affect students' motivation to learn English at SMA Negeri 1 Soppeng. Then, 2. What are the extrinsic factors that can affect students' motivation to learn English at SMA Negeri 1 Soppeng.

5. 1. The intrinsic motivation that can affect students' motivation to learn English at SMA Negeri 1 Soppeng

According to the interpretation of the results, there are a number of internal student characteristics that both stimulate students to

study English and demotivate them. Make it simpler to enter university for reasons that inspire students to learn English, notably to improve communication. There are a number of elements that affect students' motivation to study, including their perceptions that learning English is challenging, their feelings of boredom, insecurity, and annoyance.

This study is supported by the findings or opinions of numerous experts, who claim that a variety of factors might affect students' motivation to learn English as well as their lack of motivation, and that these internal elements have an impact on pupils.

a. Good affect that can motivate students to learn English

English is an international language that is universal, English has been agreed upon as the language used to communicate between humans, almost all over the world. Because of its universal nature, of course English is the language that is widely used by people in the world. So, if we master English, we can communicate with people from various countries easily (Fitriani, 2022).

The importance of language as a means of human communication, makes language something that cannot be underestimated, whether we like it or not, humans are required to learn language as a life skill to become a better human being. In the current era of globalization, English is a prima donna that is coveted by everyone because of the role of English as the number 1 language of communication in the world. By having good English skills, anyone can establish relationships with global access (Press, 2017).

Entering college is not easy, but with proper preparation and having different abilities from the others will make it easier to enter college. An example is mastering English. By mastering English, you can increase your own skills as well as your value as an educated person. With this, someone will be more needed and it will be easier to solve all things that require English in it. In addition, mastering

English can certainly bring broader insights. Various important information must be packaged in English to reach the majority of the world's people. Make it easier to digest world news through internet sites or international television stations. With this capital, it can be easier to enter higher education institutions both domestically and abroad (English, 2022).

b. Bad affect that can motivate students to learn English

The absence of English proficiency has a significant impact on pupils' growing interest in learning. Additionally, they don't show much enthusiasm in learning English because they believe it to be a challenging subject. Many of them don't learn English well. In actuality, a lot of pupils only have the exam to focus on.

Additionally, a lot of pupils disregard English classes and choose other subjects instead of it repeatedly. In addition, Holgun & Morales (2016) noted that students' behavior during the teaching and learning process in the classroom indicates a lack of enthusiasm in learning (Harlina & Yusuf, 2020).

Since student attitudes play a crucial role in learning, they must be a significant part of second-year pedagogical learning. Individual views about the results or qualities of acting on conduct, which are evaluated in order to quantify behavior, determine attitudes.

According to Abidin et al. (2012), students' capacity to master a second language depends not only on their cognitive or linguistic talents but also on their attitudes and views about the target language. In terms of conduct and emotional health, students have a bad attitude. The students' attitude when learning English is not pleasant since they are unable to control their emotions as a result of different factors that may affect them, such as the appearance of boredom and other things (Maharani & Hartati, 2017).

5.2. The extrinsic motivation that can affect students' motivation to learn English at SMA Negeri 1 Soppeng

Based on the explanation of the findings, there are several factors that influence students from outside. In addition to external influences, namely from family environmental factors and school environmental factors.

This research is supported by the findings or opinions of several experts who state that there are several factors that influence students to be motivated to learn English and also not motivated to learn English, this influences students from within and from outside students.

Students' motivation to learn English is caused by internal factors and external factors. The internal factor of motivation for learning English is caused by students' feelings in capturing language lessons. Then the external factors of motivation to learn English are caused by support from teachers, parents and peers and teachers or parents to do work with satisfactory results.

There are three factors that affect learning, according to Ahmad (2005: 132): internal factors like physical health, intelligence level, attitudes, talents, and motivation; external factors like parent characteristics, family management practices, school buildings and locations, and learning tools; and learning approach factors like the strategy used by students in the learning process. It is crucial for students' motivation in their academic endeavors.

There are two factors that influence students' motivation to learn English from outside, namely family environment factors and school environment factors. Here's the explanation. The way parents teach their children, the relationships within the family, the parents' understanding, the environment of the home, the state of the economy, and cultural background are all factors that influence learning in the family (Slameto, 2010:60). In the family setting, parents' levels of care and

love undoubtedly differ from one family to the next.

A family atmosphere that encourages students' learning activities will foster enthusiasm, which may have a direct or indirect impact on the students' willingness to learn. Children who are acknowledged during their educational activities will take more initiative to advance their learning. Students will also be able to study better at home in a serene environment. (Muhasive).

In order to encourage students' motivation for learning, parents play a crucial role. According to Gan & Bilige (2019), parents' involvement in their children's education can take the form of offering students support and assistance in teaching and learning activities, such as assistance with homework, acknowledging students' academic achievements, exchanging information with teachers about their progress as learners, and creating a positive learning environment. Indicators of the role of parents in students' learning, according to Owusu et al. (2018), include parental assistance with homework, parent-child conversations about school-related topics, the disclosure of high expectations to encourage children's success in learning, and the provision of a structure conducive to learning. This viewpoint has been strengthened by the findings of the study.

The role of the teacher in learning is very important. The teacher does not only serve as a provider of material, however creativity is required in creating and composing throughout a series of learning processes, such as teaching planning, implementing learning and managing classes, as well as doing learning evaluation. Creativity is an ability that exists within one's self to create and produce something new that is valuable, either in the form of new products, ideas or ideas, the ability to adapt to change and to realize there is a change (MgBoro et al,2019).

Some of the characteristics that show a creative teacher according to Dalia, et.al (2013) that can make learning more interesting and effective

and has characteristics in teaching, is able to use imaginative approaches in class, has a personality that is willing to continue to explore new ideas and practice them, facilitates the development students to increase their creativity, always innovate in learning and create new ideas (Lukita & Sudibjo, 2021)

6. Conclusion

There are several factors that influence students to learn English, factors that come from within the student and from outside, namely factors from the school environment and family environment. These factors strongly encourage students to be interested in learning English and to like learning English. Students do not like and do not encourage students to be able to learn English because there are several factors that come from within and from outside the students. Factors from within the students come from the feelings of students and external factors come from the family environment and the school environment.

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