SENIOR HIGH SCHOOL STUDENTS' MOTIVATION TO ENROLL IN ENGLISH LANGUAGE SCHOOLS

Rahmi Arief[1], Chairil Anwar Korompot[2], Geminastiti Sakkir[3]

[12 3]Universitas Negeri Makassar

E-mail: [1]rahmiarief354@gmail.com, [2]cakorompot@unm.ac.id, [3]geminastitisakkir@unm.ac.id

*Corresponding author

Abstract

This research aims to find out what students' motivations are when enroll an English Language Schools. This research used a qualitative research method with a qualitative descriptive design involving 7 grade 3 students at SMA Negeri 3 Makassar. Data collection techniques include observation, interviews and documentation. The result of this research reveals that several students' motivations when enrolling for an English Language schools experienced intrinsic and extrinsic motivation. But the most dominant motivation is extrinsic motivation.

Keywords: *Motivation, Intrinsic and Extrinsic Motivation, English Language Schools.*

INTRODUCTION

The majority of nations in the globe use English as their first or second language; it is a foreign language. Out of all the documented languages, English was the third most spoken language in the world, according to a survey conducted by Lewis (2009). There are 328 million English language users and about 112 countries (including ASEAN countries) that speak the language. Based on the study results, it can be said that countries all over the world speak English as their primary language. English has the most language users out of 172 worldwide languages, although having fewer users than the languages that are placed first and second, Mandarin and Spanish (Hamidia, 2015).

Although English is a foreign language in Indonesia, it plays a significant role in our society's day-to-day operations.. Indonesians are very open to English as their third language (Indonesian, local, and foreign languages). English is familiar to our lives. Many signs on the highway or even in office English, as well as jobs that attract English skills, are one of the requirements. In addition to the device's working language, which can be set to English, several reliable applications promote English, such as dictionaries, English idioms, English games, and others can be downloaded easily (Barakati, 2013). From elementary school through college, one of the subjects taught to students is the English language. English was first taught to kids in primary schools, or Madrasah Ibtidaiyah (MI), in Indonesia as early as possible. This was done through the 1994 Basic Education Curriculum, which was followed up by the KTSP (Study Unit Level Curriculum). English has been taught as a local content topic starting in grade IV (four) of SD/MI since the curriculum's inception (Djojonegoro, 1996).

At the junior and senior high school level, English as a foreign language is one of the subjects that has never been removed from the curriculum. As a foreign language, English lessons are given approximately twice for ninety minutes each week. If the number of study hours is compared with the objectives of learning English, namely, students can use English to communicate and can read reference books written in English, then this situation becomes inadequate and the English language teaching material contained in the national education

curriculum is felt to have not been delivered evenly. Therefore, many individuals turn to course institutions as non-formal educational institutions that are expected to support English material obtained at school. This has led to the emergence of English courses that offer a wide selection of learning methods, costs and other variations (Faishal, 2018).

According to previous research, a lot of English teachers worry about the quality of their students. Since their students' English life skills are typically far from what is expected of them, they find it difficult to figure out the average for the KKM class. As a result, they often encourage their students to take English language school outside of the classroom or to create their grades. If they don't do these things, the learning process during class can be considered unsuccessful or unable to meet the expectations of the teachers, especially when it comes to the implementation of graduation and quality standards, which require documentation and reports to prove accomplishment (Chunsu, 2018).

Tutoring services provide assistance to students to solve problems in learning (Handoko & Riyanto, 2016). Tutoring activities can be carried out by private institutions, social and educational organizations, and their respective schoolteachers. Tutoring helps students understand their talents and interests and make decisions in the educational process (Wardani & Yuniasih, 2020). Additionally, tutoring can improve student understanding (Yuliana, 2019) and increase learning motivation (Amelia, 2021). Motivation is a state within a person that encourages an individual's desire to carry out activities to achieve certain goals that are carried out consciously (Hertati et al, 2014: hertati, et all, 2021). Motivation is closely related to learning needs (Wahab, 2016) because it is one of the determining factors in student learning (Febriani & Yusri, 2013). For this reason, it is necessary to provide assistance in the form of tutoring for students because one of the contents of the service is to develop motivation that encourages the creation of the best possible learning concentration (Hertati et al, 2015; Hertati, et all, 2021).

The majority of students said that their interest in learning English had increased since enrolling in an extracurricular programme or English language school, per Fereni's (2019) research. Researchers use a quantitative research approach to collect data from participants by explaining and validating the questionnaire. The primary focus of this study is how English language schools affect students' motivation, both male and female. Depending on their gender, male and female students were found to be more motivated to learn English by the English language school. As evidenced by the percentage of motivation, there were five participants (35.7%) who were male students and 16 participants (80%) who were female students in the high category.

In contrast, there were no female participants in the low category, which had five male students making up its 35.7%. Furthermore, a t-test calculation was employed to corroborate the findings, demonstrating that a significant value of $(0.000) < (0.5)$ signifies the rejection of H0 and the acceptance of Ha (i.e., there was a significant difference in motivation between male and female students and English language school students in the second grade IPA 1 of SMAN 1 Kutacane). Thus, after enrolling in an English language school, female students demonstrate a greater desire to learn the language than do male students.

Another researcher found that many people attend English language schools for several reasons, one of which is that the English language teaching material contained in the national education curriculum is felt to be unevenly conveyed. Therefore, many individuals then turn to course institutions as nonformal educational institutions that are expected to support the English language material obtained at school (Faisal Yordani, 2018). In the English village of Pare, the researcher's goal is to examine the preferences of consumers about the English course services. The users of an English course in a Pare English Village comprise the population of his descriptive quantitative research. We obtained 100 respondents as the research samples

based on the Lemeshow formula sample calculation. A technique for unintentional sampling was used to carry out the sampling.

Data analysis is a technique of conjoint analysis used to identify utility values and the importance of attributes that make up the preferences. Attributes include teaching methods, number of students, types of program, price, and the teacher. The results showed that the attributes of the teaching methods had utility values and the highest importance among the other attributes, as a whole, or at each attribute level. It is also a combination of attribute preferences that are most desired by consumers. The authors also found differences in the desired attribute preferences seen from the characteristics of the respondents in the form of gender and age. Based on the results of the conjoint analysis, the Pearson and Kendall's tau correlation values were 0.975 and 0.817, respectively.

The last researcher is an analysis of students' motivation in learning English conducted by Sonya Inda (2019). The objective of this research was to determine the level of motivation and orientation (instrumental and integrative), which has long been identified as one of the main factors affecting English language learning. The researcher used the survey method with a questionnaire as an instrument in this study. Ary, Jacobs, and Sorensen stated that survey research is a researcher made inquiries about credibility, opinion, characteristics, and behavior. Surveys can also be used to assess needs, evaluate demand, and examine impacts. The modified motivation survey of 20 items was adapted from Gardner's Attitude/Motivational Test Battery (AMTB) in the form of a 5-point scale.

Frequency, percentage, arithmetic mean, and standard deviation were used for the data analysis. The main findings indicate that students are relatively "highly" motivated and found to be slightly more "integrative" motivated to learn English. This can help teachers develop program designs to maintain student motivation. Furthermore, for relevant and useful learning implications, it is recommended to increase student motivation. Relevant language improvement programs and activities are also discussed according to the students' language difficulties, as communicated in Questionnaire 2, to increase their motivation to learn English.

LITERATURE REVIEW

1. Definition of Motivation

One of the elements that affects how effective learning is is motivation. If there is a motivating factor, such as learning motivation, the learner will do well.. Students will learn seriously if they have high learning motivation. There are several definitions of motivation. Hayikaleng, Nair & Krishnasamy (2016) stated that motivation is one of crucial components to create the students' success in the learning process. Moreover, Tambunan & Siregar (2016) explained that students need motivation in learning because motivation has a positive effect on student achievement from elementary school through college. Another definition of motivations stated by A.M. Sardiman (2007). He stated motivation is a type of energy that becomes active in urgent situations which causes good direction of learning activities and the goals of learning are achieved.

2. The Purpose of Motivation

According to Hamalik (2005, p. 175), "the purpose of motivation is something that is to be achieved by an action that if achieved will satisfy the individual". Besides Purwanto (2007, p. 73) added, "the purpose of motivation is to move or arouse someone so that it arises from the will and willingness to achieve certain goals."

3. The Function of Motivation

Three motivational functions exist, according to Hamlik (2005). They are as follows:

- Encourage behavior or actions. The process of learning cannot be carried out in the same way without motivation.
- As used as a guide, it means leading actions towards the intended result.
- The size of motivation will be massive as an activator, determining slow work quickly.

As stated by Sardiman (2007), motivation serves the following purposes:

- Encourage people to do action by acting as a cause or motor that releases energy.
- Determine the course of action to take in order to reach the intended goal.
- Selecting actions, that is, determining about what steps to do that are in accordance with achieving goals.

Based on the above explanation, motivation has a critical role in influencing, encouraging, and changing behavior. Purwanto (2007) further suggests that learning motivation has an additional function of influencing, directing, and maintaining human behavior.

4. Various of Motivation

In discussing the types of motivation, we will only discuss from two perspectives, namely motivation that comes intrinsic motivation, which originates from within an individual, and extrinsic motivation, which originates from outside an individual (Legault, 2016).

1). Intrinsic Motivation

Intrinsic motivation refers to motivation concerned in activities from its own sake (Rheinberg, & Engeser, 2008). It means that a motivation which comes from student itself refers to their own desire. This motivation appears from inside of ourselves, people who have this intrinsic motivation could do something powerfully since they are happy to do the activity as well as it comes from themselves. However, three categories of intrinsic motivation were distinguished by Vallerand (1997): intrinsic motivation for achievement (IM-A), intrinsic motivation for knowledge acquisition (IM-K), and intrinsic motivation for stimulating experiences (IM-S). (Noels, Pelletier, Clement & Vallerand, 2003).

2). Extrinsic Motivation

Extrinsic motivation is a quality derived from our environment that can inspire us to give our all in everything we do, in this case, studying English. According to Locke and Schattke (2019), motivation arises as a result of external incentives like rewards, gifts, and punishments. Additionally, Gardner, & Lambert as cited in (Bear, Slaughter, Mantz, & Farley Ripple, 2017) explained that extrinsic motivation was divided into English two stypes such as integrative motivation, and instrumental motivation.

METHOD

A. Research Design

Based on Sugiyono (2010), who claims that qualitative research is descriptive, the research method used in this study is descriptive qualitative research. It indicates that the data was collected using words rather than numbers.

B. Research Place

The location of the research project is in SMA NEGERI 3 MAKASSAR

C. Population & Sample

Students from SMA NEGERI 3 MAKSSAR takes up the research's sample. In this study, the selection method employed was purposeful sampling. The population's students from SMA Negeri 3 Makassar served as a research sample for the researcher.

D. Instruments of the Research

Actually, the two types of research instruments that researchers use are observation and interviews. Before they began their investigation, the researchers conducted a brief interview.

E. Procedure of Collecting Data

In collecting data, the researcher used several steps, as follows: 1) the researcher asked the English teacher about students who had and were actively learning English on the course. 2) the researcher would ask students who were willing to be interviewed who met the researcher's criteria 2) The researcher explained the research to the selected participants. 3) After getting participants, the researcher will ask students who are willing to be interviewed. 4) The data collection procedure consists of interview questions. These questions will be asked to students to find out what their motivations are when registering for the English course, and 5) Researchers use a recorder or take notes during interviews..

F. Technique of Data Analysis

The researcher will use a descriptive qualitative method to analyze the data. A researcher will hold an interview and give students open-ended questions. The technique that will be used in data analysis for this research is narrative analysis.

RESULTS

1. Motivation to enrolling English language school

Based on interviews, The researcher discovered that students' responses different depending on the question. "What is your motivation in enrolling English language school?"

Extract 1 (Student 1): *Motivasi saya untuk mendaftar kursus Bahasa Inggris yaitu karena saya ingin kuliah di luar negeri. Karena saya juga ingin melaksanakan tes TOEFL dan IELTS.* "My motivation for enrolling an English language school was because I wanted to study abroad. Because I also want to take the TOEFL and IELTS tests."

Extract 2 (Student 2): *Motivasi saya karena saya ingin belajar Bahasa Inggris lebih dalam, terutama di public speaking. Saya sangat ingin pintar berbahasa Inggris dan public speaking, karena selain menarik, pada zaman sekarang ini public speaking dan bahasa Inggris juga sangat dibutuhkan di dunia kerja.* "My motivation is because I want to learn English more deeply, especially in public speaking. I really want to be good at English and public speaking, because apart from being interesting, nowadays public speaking and English are also very much needed in the world of work."

Extract 3 (Student 3): *Motivasi saya karena saya ingin menambah wawasan dan upgrade diri jadi lebih baik dengan mengikuti kursus ini.* "My motivation is

because I want to broaden my knowledge and upgrade myself to be better by taking this course."

Extract 4 (Student 4): *Motivasi saya mungkin dari dorongan orang tua. Karena sejak kecil saya sebenarnya tidak terlalu minat di Bahasa Inggris. Tapi karena sudah terbiasa, saya jadi tertarik.* "My motivation may be from my parents' encouragement. Because since I was little, I wasn't really interested in English. But because I got used to it, I became interested."

2. Motivation that the plays the most role when learning in English language school

The researcher discovered that students' responses different depending on the question.

"What motivation that plays the most role when enrolling English language school? Why?"

Extract 1 (Student 1): *Saya cenderung independen ketika memilih tempat kursus. Saya suka meneliti tempat-tempat kursus.* "I tend to be independent when choosing a course. I love researching courses."

Extract 2 (Student 2): *Sebenarnya kedua dari motivasi itu berperan. Tapi yang paling berperan itu motivasi eksternal, karena dorongan dari orang tua.* "In fact both of these motivations play a role. But what plays the most role is extrinsic motivation, because of encouragement from parents."

Extract 3 (Student 3): *Yang paling berperan itu motivasi intrinsik, karena saya ingin fasih menonton film Bahasa Inggris tanpa subtitle.* "What plays the most role is intrinsic motivation, because I want to be fluent in watching English films without subtitles."

Extract 4 (Student 4): *Yang berperan itu motivasi intrinsic, karena kemauan saya sendiri.* "What plays a role is intrinsic motivation, because of my own will."

Extract 5 (Student 5): *Motivasi ekstrinsik, karena faktor teman-teman saya.* "Extrinsic motivation, because of my friends."

3. Students' curiosity before enrolling English language school
The researcher discovered that students' responses different depending on the question.
"Did you feel curious before enrolling the English language school? Explain!"

Extract 1 (Student 1): *Saya penasaran kualitas mengajar para guru di tempat kursus.* "I am curious about the teaching quality of the teachers in the English language class."

Extract 2 (Student 2): *Saya penasaran karena jaraknya yang cukup dekat dari rumah saya.* "I was curious because it was quite close to my home."

4. Student preferences between English language school or school
The researcher discovered that students' responses different depending on the question. "Do you think it is more comfortable to learn English at school or in an English language school?"

Extract 1 (Student 1): *Saya lebih nyaman di sekolah, karena di sekolah kita benar-benar belajar lewat aktivitas. Sedangkan di belajar di tempat kursus itu cenderung lebih formal.* "I

am more comfortable at school, because at school we really learn through activities. Meanwhile, studying in an English language school tends to be more formal."

Extract 2 (Student 2): *Saya lebih nyaman di tempat kursus karena siswanya lebih sedikit jadi saya lebih nyaman belajar di sana dan lebih efisien.* "I am more comfortable at the course because there are fewer students so I am more comfortable studying there and it is more efficient."**DISCUSSION**

The researcher will talk about motivations in this section. enrolling English language school, motivations that plays the most role, students' curiosity before enrolling English language school, and student preferences between course or school:

1. **Motivation in enrolling English language school**
   As a result of the analysist, on the first question about motivation in enrolling English language school, 3 out of 7 students gave the same answer. Students FSC, NAF, and FPP said that they were interested in enrolling this English language class because of their environment, which is extrinsic motivation. This means that extrinsic motivation is the main factor. Besides that, student RAR answered that he enroll English language school because he wanted to do the TOEFL/IELTS test, while student IRN wanted to use his English skill for work purpose, and student NPA wanted to upgrade herself. This is the intrinsic factor of motivation.

2. **Motivation that plays the most role**

   On the second question about what motivation that plays the most role, 4 out of 7 students gave exactly the same response as the answer in the previous question. They are IRN, FSC, FPP, and NAF. This reinforces that extrinsic motivation is indeed very influential in their motivation to enrolling English language school. This shows that extrinsic motivation is the main factor.The other answer from student NPA, chose intrinsic factor of motivation in enrolling English language school because she wanted to watch English movie without the subtitle.

3. **Students' curiosity before enrolling English language school**

   From the analysis result, on the third question about motivation in enrolling English language school, 3 out of 7 students gave the answer that the quality of the teacher's way of teaching at the course has a big influence on their curiosity. They are RAR, IRN, and FPP. It can be said that extrinsic factors, especially the environment and the people closest to them, greatly influence a person's motivation.The other answer from students FSC, BSP, NAF, and NPA are because the distance between the English language school and their home is near.

4. **Student preferences between English language school or school**

   From the analysis result, on the fourth question about students preference between English language school or school, students gave various answers based on their experience and obviously they experienced different experience. Students IRN, FSC, NAF, NPA, and BSP said that they were more comfortable in the course. They also feel that they receive learning more quickly while on the course. It can be said that the course was effective for them.

CONCLUSIONS

It can be concluded that each student has different motivations when enroll English language schools, but the most influential motivation is extrinsic motivation where many of them want to register because of encouragement from their parents, friends and people around them. Meanwhile, few of them register for English courses because of intrinsic factors, namely they register based on their own desires, for the TOEFL/IELTS test, to support their skills while working, and want to upgrade their knowledge of the English language. As for students' curiosity when registering for a course, they want to know the quality of the teachers and the learning methods used. Regarding the comfort of studying at school or at a course, many of them prefer to study at a course because there are relatively few students at the school, which makes students more focused and also the teachers at the course are more accommodating to students' wishes so that students feel more efficient and not embarrassed in their studies. Express your opinion if you don't understand.

REFERENCES

Fachraini. (2017). An Analysis of Students' Motivation in Studying English. *Getsempena English Education Journal, 4*(1), 47-57.

Febriani, Rani dan Yusri. (2013). Hubungan Perhatian Orang Tua dengan Motivasi Belajar Siswa dalam Mengerjakan Tugas-Tugas Sekolah.

Graddol, D. (2000). *The future of English? A guide to forecasting the popularity of English language in the 21st century.* The British Council.

Hamalik, Oemar.2005. *Metode Belajar dan Kesulitan-kesulitan Belajar*, Edisi Ketiga Cetak Ulang Pertama, Penerbit Tarsito

Handayani. (2016). Improving the Ability of the Students with Learning Difficulties to Use Space by Making Use of Bottle Cap Creation (A Single Subject Research Conducted in Grade III of SDN 15 Ulu Gadut), *Jurnal Ilmiah Pendidikan Khusus,* Vol. 3 No 1

Harmer, Jeremy. (2001). *The Practice of English Language Teaching.* London: Longman.

Hasanah, A., Yulinda, Y., & Yuniasih, H. (2019). Analisis Pengaruh Bandwagon Effect dan Pengetahuan Investasi Terhadap Minat Investasi Mahasiswa di Pasar Modal. *Jurnal Bisnis Dan Kewirausahaan*, 15(2), 101–107.

Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Thai students' motivation on English reading comprehension. *International Journal of Education and Research*, 4(6), 477-486.

Inda Mapiliana, Sonya. (2019). *STUDENTS' MOTIVATION IN LEARNING ENGLISH (A Study at 1st Year Students' of SMP IT Khairunnas Bengkulu In Academic Year 2018/2019).* Diploma thesis, IAIN BENGKULU.

J. Harmer. (2007). *The Practice of English Language Teaching*: 4th Edition. Cambridge: Pearson Education.

Jin, M. (2014). A Case Study of Non-English Major College Students' Motivation in English Language Learning. *Open Journal of Modern Linguistics*, 4(2), 252259

Kamil, D.H. (2009). *Pendidikan Nonformal. Pengembangan Melalui Pusat Kegiatan Belajar Mengajar di Indonesia.* Bandung: ALFABETA.

Kitao, K. S., & Kitao, K. (1996). Testing communicative competence. *The Internet TESL Journal*, 11(5)

Kholid, I. (2017). Motivasi dalam pembelajaran bahasa asing. *Jurnal Tadri Bahasa Inggris*, *10* (1): 61-71. Krashen, Stephen. D. (1981). *Second language acqusition and second language learning.* London: Prentice Hall International.