

***A SURVEY ON THE FIRST SEMESTER STUDENTS' MOTIVATION  
IN LEARNING ENGLISH AT ENGLISH STUDY PROGRAM  
FKIP UNIVERSITAS RIAU***

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**Abstract:** *The objective of this research is to find out what type of motivation that first semester students of English Study Program FKIP UR have in learning English. This is a descriptive research that has only one variable applied. In conducting this research, there was 1 class selected with total sample is 40 students, using clustering sampling technique. A set of questionnaire was used to collect the data adapted from AMTB (Attitude/Motivation Test Battery) designed by Gardner (1985). The result of the students' questionnaire responses shows a percentage score of 97.5% for intrinsic motivation and 92.5% for extrinsic motivation indicating that the students are motivated by their internal and external desire. The results show that they study English because they want to improve their English language skills and also want to use their English for their career.*

**Key Words:** *Motivation, Learning English*

# **SURVEY MENGENAI MOTIVASI BELAJAR BAHASA INGGRIS SISWA SEMESTER PERTAMA DI PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU**

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui tipe motivasi apa yang mahasiswa program studi Bahasa Inggris FKIP Universitas Riau semester 1 miliki dalam belajar Bahasa Inggris. Penelitian ini adalah penelitian deskriptif dengan satu variabel. Dalam melaksanakan penelitian ini, 1 kelas terpilih dengan total 40 siswa sebagai sampel menggunakan teknik *clustering sample*. Sebuah kuesioner digunakan untuk mendapatkan data yang diambil dari AMTB (Attitude/Motivation Test Battery) yang di desain oleh Gardner (1985). Hasil kuesioner mahasiswa menunjukkan nilai persentase 97.5% untuk motivasi intrinsik dan 92.5% untuk motivasi ekstrinsik. Itu menunjukkan bahwa para mahasiswa termotivasi belajar Bahasa Inggris oleh keinginan internal dan eksternal mereka. Hasil menunjukkan bahwa mereka mempelajari Bahasa Inggris karena mereka ingin meningkatkan kemampuan Berbahasa Inggris dan juga ingin menggunakan Bahasa Inggris mereka untuk karir.

**Kata Kunci:** Motivasi, Belajar Bahasa Inggris

## INTRODUCTION

In learning English, students are supported by some reasons and every student has a different reason. First, students want to learn English because they want to get better jobs when they graduate from the university. Second, English gives the students easier access to communicate with others around the world. For instance, students nowadays are using English through networks such as Facebook, Instagram and other social media to get in contact with other people around the world. In social network they can practice their English with other people in other countries. Third, English is necessary to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important places, he or she will feel more comfortable. Those reasons become motivation that encourages them to learn English.

In learning English, there are two kinds of motivation which occurs; that is, intrinsic motivation and extrinsic motivation. Harmer (2007) stated that intrinsic motivation comes from within individual. A person might be motivated by enjoying the learning process or making themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. It will motivate the students to find a solution to a problem because the challenge of finding a solution provides a sense of pleasure. Another example, through intrinsic motivation, the students will be motivated to get good grades on an assignment, but if the assignment does not interest them, their motivation to do it declines.

Besides intrinsic motivation, the students also have extrinsic motivation in learning English. Harmer (2007) stated that extrinsic motivation is the result of any number of outside factors. Through extrinsic motivation the students will be motivated to deal with a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiling face to something major like fame or fortune. For example, a student who dislikes English may learn hard on English equation because he wants a reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

Based on the above explanation, there is no doubt that motivation is considered an essential element along with language capacity in getting success in learning a new language in the classroom. By knowing about the students' motivation, lecturers can know their students' interest in learning English so they can improve their teaching methods and techniques. In this study the writer wants to know the students' motivation in learning English because students may not have the same type motivation. Therefore, the writer would like to carry out a study entitled "A Survey on the First Semester Students' Motivation in Learning English at English Study Program FKIP Universitas Riau".

## METHODOLOGY

This research used descriptive research design by using clustering sample technique. The population of this research was all of the first semester students of English Study Program FKIP Universitas Riau in the academic year of 2018/2019. According to Gay (1987) population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized. There were three classes with the total number of students was 116 students. The researcher took only one class as the sample to be observed. As the population in this research is homogenous in the form of groups spreading out in three classes, cluster sampling technique is considered more appropriate to be employed to collect the data. Three pieces of paper are rolled down and only one rolled paper is marked or written the word 'SAMPLE', whereas the other two are written nothing. The paper written 'SAMPLE' becomes the sample of the study.

In doing this research, the Gardner's AMTB (Attitude/Motivation Test Battery) questionnaire were given to the students. The questionnaire consisted of 30 items. Questionnaire data were tabulated for analysis; Ms Excel was performed to compute and summarize percentage of the variables to the AMTB. To determine the kind of motivation, the questionnaire will be valued according to the Likert scale with five score levels; 5: strongly agree, 4: agree, 3: neutral, 2: disagree, 1: strongly disagree. The total score of all items in the questionnaire was calculated among each participant. Then, the researcher determines percentage both intrinsic and extrinsic motivation each questionnaire item by the following formula:

$$P = \frac{f}{N} \times 100 \%$$

(Sugiyono, 2008)

P = percentage of intrinsic/extrinsic motivation  
f = frequency of intrinsic/extrinsic motivation  
N = total of respondent

After get the percentage, the researcher sort the score from the highest to the lowest in a table to see which questionnaire item represent the students' motivation.

## RESULT AND DISCUSSIONS

### The Type of the Students' Motivation

The results are reported in the following table:

Table 1. Questionnaire items with percentages of students selecting each alternative

Items	SA	A	N	D	SD	Total %	SAA
Item 3	37.5 (15)	60 (24)	2.5 (1)	0	0	100	97.5
Item 1	60 (24)	32.5 (13)	7.5 (3)	0	0	100	92.5
Item 12	55 (22)	37.5 (15)	7.5 (3)	0	0	100	92.5
Item 16	55 (22)	37.5 (15)	5 (2)	2.5 (1)	0	100	92.5
Item 13	45 (18)	45 (18)	7.5 (3)	2.5 (1)	0	100	90
Item 24	50 (20)	40 (16)	10 (4)	0	0	100	90
Item 27	45 (18)	45 (18)	10 (4)	0	0	100	90
Item 10	27.5 (11)	60.5 (24)	12.5 (5)	0	0	100	88
Item 5	50 (20)	37.5 (15)	10 (4)	2.5 (1)	0	100	87.5
Item 17	50 (20)	37.5 (15)	10 (4)	2.5 (1)	0	100	87.5
Item 18	57.5 (23)	30 (12)	12.5 (5)	0	0	100	87.5
Item 2	65 (26)	20 (8)	15 (6)	0	0	100	85
Item 25	60 (24)	25 (10)	15 (6)	0	0	100	85
Item 29	32.5 (13)	52.5 (21)	12.5 (5)	2.5 (1)	0	100	85
Item 4	57.5 (23)	25 (10)	15 (6)	2.5 (1)	0	100	82.5
Item 8	35 (14)	47.5 (19)	17.5 (7)	0	0	100	82.5
Item 22	45 (18)	37.5 (15)	15 (6)	2.5 (1)	0	100	82.5
Item 9	47.5 (19)	32.5 (13)	17.5 (7)	2.5 (1)	0	100	80
Item 19	60 (24)	20 (8)	17.5 (7)	2.5 (1)	0	100	80
Item 6	42.5 (17)	35 (14)	20 (8)	2.5 (1)	0	100	77.5
Item 14	47.5 (19)	30 (12)	22.5 (9)	0	0	100	77.5
Item 15	45 (18)	32.5 (13)	20 (8)	2.5 (1)	0	100	77.5
Item 28	32.5 (13)	45 (18)	20 (8)	2.5 (1)	0	100	77.5
Item 11	42.5 (17)	32.5 (13)	15 (6)	10 (4)	0	100	75
Item 30	22.5 (9)	52.5 (21)	22.5 (9)	2.5 (1)	0	100	75
Item 20	25 (10)	47.5 (19)	27.5 (11)	0	0	100	72.5
Item 23	30 (12)	40 (16)	25 (10)	5 (2)	0	100	70
Item 26	35 (14)	35 (14)	30 (12)	0	0	100	70
Item 21	35 (14)	32.5 (13)	32.5 (13)	0	0	100	67.5
Item 7	20 (8)	22.5 (9)	50 (20)	7.5 (3)	0	100	42.5

\* SAA = The percentage of students who strongly agreed and agreed with the statement

The result presented in Table 1 shows that the majority of the students (97.5%) agree that item 3 “I am determined to study English as best as I can to achieve maximum” is the source of motivation among all of the questionnaire items. This item represents intrinsic motivation, indicating this type does play a big role in students’ motivation in learning English. The other items represent intrinsic motivation are item 1 (92.5%) “I learn English in order to improve my English language skills”, item 12 (92.5%) “I want to learn English so well that it will become natural to me.” and item 13 (90%) “I have a strong desire to know all aspects of English.”

The next type of motivation which is identified from the results is extrinsic motivation. The students believe that learning English is useful in getting a good job, which represent item 16 (92.5%). Item 24 (90%) “Studying English is important because I will need it for my career.”, Item 27 (90%) “Being proficient in English can lead to more success and achievements in life”, item 17 (87.5%) “I learn English because I need it to further my studies overseas” and item 18 (87.5%) “I study English because I want to do well in my examination”.

## **Discussion**

Based on the presentation of the data above, most of the students answer strongly agree and agree in the questions from questionnaire. It is provide the information that most of the students have motivation in learning English by their intrinsic motivation. Harmer (2007) stated that intrinsic motivation comes from within the individual. Students motivated by the enjoyment of the learning process or desire to make them feel better. It is showed that most of the first semester students of English Study Program FKIP Universitas Riau motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn English because it gives them pleasure and develops a particular skill.

It is also showed that some of the students in English Study Program FKIP Universitas Riau motivated by their external desire. There are some factors that influence the student extrinsic motivation. Firstly, students in English Study Program FKIP Universitas Riau motivated to learn English because of their goals such as they want to get a good score in final exam, they want to get a reward from the lecturer, they want to get a good job and they may want to continue their study overseas. Secondly, the students have external sources such as the society that the students live in. In Indonesia, English is a second language which is though in the school. Some students may feel that they did not use English in their daily communication with their society. So, the students learning English just a lesson which is though in their school.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Motivation is an influential factor in teaching learning process. Without motivation, the goal of learning is difficult to be reached. Because the learners’ effort and desire affect the learner in achieve the learning goals. Motivation is crucial in

learning other languages. It can drive learners in reaching learning goal. By having motivation students will be enthusiastic in teaching learning process, so they will be pushed to study English well. From the calculation from the questionnaire, the researcher found that students' intrinsic motivation have 97.5%. This score give the information that the students in English Study Program FKIP Universitas Riau have good intrinsic motivation. The researcher finds the percentage that 92.5% for students' extrinsic motivation. It showed that students of English Study Program FKIP Universitas Riau are also motivated by their external desire.

## **Suggestions**

From the result of this research, the researcher recommended some suggestions to improve the students' motivation in learning English:

### **1. To the institution (English Study Program FKIP Universitas Riau)**

The researcher hopes to the institution to give appreciation to the students who have good achievement. Because by giving appreciation can build the students' motivation in learning. Students will supported by their extrinsic motivation.

### **2. For the lecturers**

#### **a) For the lecturers in English Study Program FKIP Universitas Riau**

From this finding showed that students in English Study Program FKIP Universitas Riau have good motivation in learning English. It will give the advantages for the lecturer to bring the students in the English teaching and learning process. Because the students have good motivation in learning, they can easy to achieve their study well. In here, the lecturer must build the students' motivation in every time they learn. It can be doing by improve their method or strategies in teaching English. In teaching and learning, lecturer are hoped to be creative to create a good atmosphere in teaching.

#### **b) For the lecturers in general**

The lecturer should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English.

### **3. For the students**

Researcher hopes the students will keep their motivation in learning English. The students should practice English and make it as habit. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era.

#### 4. For the future researcher

It is expected to future researcher to conduct the same research on wider area. This thesis will give some contributions and information for future researcher. So it will be more advantages and beneficial to the development of English education.

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