

**A STUDY ON THE FRESHMEN'S MOTIVATION IN LEARNING ENGLISH****By: Purwantoro****ABSTRACT**

Basically, motivation is the important aspect in encouraging to learn language, including English as a foreign language. It also includes one of the most important factors affecting students' success or failure in learning language. Therefore, the students will feel easy to learn language, because of motivation. This study aims to describe the students' motivation in learning English and to find its correlation with the students' achievement in learning English to freshmen at the English department, Uniska. This research uses descriptive qualitative design, and the instruments used to collect data are questionnaire and document. The subjects of this research are Uniska regular English freshmen at second semester. Based on the calculation result of the data analysis, it can be concluded that the regular English freshmen at second semester have *high motivation* in learning English. It is reflected by a half more students get high score (that is twenty seven or 67,5%), students who get very high score are eleven or 27,5%, and only two students get moderate score or 5%. While the mean of students' motivation is 46,8 or 67%. And they also have satisfied score in English achievement, that is the mean score of English four basic skills is 2,74. In detail, the mean scores of : listening is 2,93 ; reading is 2,23; speaking is 3,30, and writing is 2,78. These description draw that motivation seems supporting and even relating English achievement, meaning that motivation is very important to increase students' English achievement. Last but not least, through this research, the writer suggests for : (1) the teachers should give motivation to the students more besides teaching materials should be more interesting and impressive in order to increase students' achievement; (2) researchers, for the future time, must analyze deeper regarding motivation, as well as its orientation.

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Key words : English achievement, motivation

**INTRODUCTION**

In globalization era, competition is hardly done, not only on the local, regional, and national levels, but also even on the world-wide level in the world. It is also a fact that English as the official language of the world which is used by almost all the people around the world. Especially in our country, English has been used by almost all levels of social classes through writing in English for their business or others, such as at walls (graffiti), banners, advertisements, cafes, shops, inns, mobile-phone descriptions, even at food wraps or packages, t-shirt, and other accessories. Realizing the role of English, it implies that we can not avoid to

receive the importance of it. And in turn, having English proficiency is not only a must but also a need. Let's see, some countries such as Malaysia, Philipine, India, and South Africa treat English as a second language. People in those countries use English as a must and a need for daily language. Then what about our country, Indonesia? We still treat English as a foreign language, like other countries – China, Korea, and Germany. Whatever will be, the fact that English proficiency is one of entry behavior skills we should have to “survive”. By having it, building network or communication will be relatively easy to do. In turn, we can compete and face this era confidently.

Having English proficiency, there are several fundamental factors that affect it. The factors are such as cognitive development, socio-economic and cultural background, age, and motivation. Brown (1987:160) states that motivation to learn (English) has important role, so that students who have high motivation will have good preparation to lead learning activities. Krashen (1981:143) also supports that motivation is powerful to encourage students to be interested in learning. One of the most important factors affecting to achieve English proficiency successfully or not is motivation. Furthermore, to achieve the highest level of learning result depends on the level of the person's motivation that can be expressed (Krashen, 1983). In other words, it can be stated that without motivation, intended learning result will not be achieved. And, in turn, the students as doers may be bored and even lazy to take apart in teaching and learning process. It takes for granted that whoever will not learn anything optimally unless he/she is interested in what he/she learns or she / he has good motivation.

Motivation also affects individuals' behavior and other characteristics, including curiosity, self-concept, and values. It deals with why individuals get interested and react to events that get their attention. This implies that in order to get excellent result in learning English it needs an interest seriously. The serious interest will exist if the individuals have motivation. It is needed to arouse students' interest (Krashen, 1989: 76). While Djiwandono (2000:13) states that the encouraging factor to increase interest in learning is motivation. It can be seen further of what he proposes that the relationship between motivation and individuals' learning and performance such as : "If individuals are motivated to learn they often can do much more than someone else who has predicted was possible. Conversely, if students are not particularly interested in learning, so

resultant learning may not be closed to capability.

Based on the theory of Second Language Acquisition, quoted from Krashen's book "*Language Acquisition and Language Education*" (1989), he states that it is a basically difference between acquisition and learning. Acquisition is a subconscious process which is like in first language acquisition. The acquirer is not always aware of its process and result. While learning is a conscious knowledge, or "knowing about" the language. Then in daily language, if we talk about "grammar" or "rules" of language, it means that we refer to learning. To get the level of learning result, it depends on how far some factors, including motivation, affecting that individuals' can be expressed.

Besides, psychologists and linguists vary motivation into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation is the motivation that lies on individuals' inner selves. In other words, it also refers to the desire to fulfill a task that leads individuals to feel sense and personal enjoyment and control when taking part in the task. For example, an individual studies hard because of his/her consciousness of how important the study is, or because of his/her interest and curiosity of the subject. When the student is intrinsically motivated, he/she does not need incentives or punishments to make him/her learn since the learning itself is rewarding (Maslow, 1970). Or when an individual's motivation is self-determined, he/she becomes more involved in activities and makes efforts to reach challenging goals. Intrinsically motivated activities are not means to an end. For example: individuals who are intrinsically motivated take a grammar class because of their interest and they will say that the importance of grammar as a rule of language operate. Intrinsic motivation is clearly superior to extrinsic motivation (Maslow, 1970), because of its existence or expression, such as the more interest and higher consciousness of how important the study

is, not for rewards or recognition in acquiring, better performance in the process of learning, well prepared to delve deeply, the level of curiosity, make learning itself more meaningful. (Deci and Ryan, 1985).

Extrinsic motivation, on the other hand, as Brown (2001:76) states that *extrinsically motivated behaviors are carried out in anticipation of a reward from outside. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.* Extrinsic motivation also refers to motivation that exists because of the presence of “an externally mediated activity or constraint” (Deci, 1985). Or it is the motivation that comes to the individuals when they do something in order to pass a test, get certain certificates, please their teachers and parents, and some other reasons that have very little to do with the subject or task itself. They are not really interested in the study for its own sake, but they care only for what they will gain. In short, the characteristics of extrinsically motivated activities are means to end. That is, the activity is performed not for enjoyment or value of the activity, but for gaining a reward or avoiding a negative consequences if the activity is not completed.

In the theory of language learning, Hammer (1985:3-4) states that (extrinsic) motivation may vary 2 kinds of motivation, namely integrative motivation and instrumental motivation. Integrative motivation is as the desire to achieve proficiency in a new language in order to participate in the life of the community that speak the language and to be acknowledged as a member of the language community. It reflects sincere and personal interest in the people and culture represented by the other group. While instrumental motivation is as the desire to achieve proficiency in a language for utilitarian reasons, such as getting a job. It reflects the practical value and advantages of learning a new language

(Dulay, et.al. 1982: 42-50). Both types of motivation are two prominent things in the classroom everyday activities.

It is believed that individuals who are really interested and have high curiosity in what they are learning will learn more. And the more interest individuals have, the more active they take apart, then the more input they acquire, in turn, the more output they will produce. The more individuals succeed, the greater ones' motivation. Or the more individuals motivate, the more they achieve or succeed. These statements draw a circular cause and effect relationship between motivation and achievement or success. Due to the statements, the writer is interested in conducting a research about *A Study on the Freshmen's Motivation in Learning English.*

The respondents for the research study were university students in the English Department of Kadiri Islamic University in Kediri. They were chosen into the research study because the English Department was the appropriate place for the writer where he taught and knew the students well. The Department has the population of students who are learning English treated as a second language as a media to study motivation.

## RESEARCH METHOD

The respondents of the research study are 40 students of English Department at Islamic University of Kadiri in Kediri from second semester in academic year of 2014/2015, especially who are sitting in the regular class. The freshmen are chosen under the assumption that they have had learned four English skills since they were in Junior and Senior High School. Besides, they have also passed four English skills in the previous semester, listening 1, reading 1, speaking 1, and writing 1. Besides, most of them are pure students and have been studying English skill classes such as the class of Listening II, Reading II, Speaking II, and Writing II, which are used as

“independent variables” in this research study.

There are two kinds of data required for the research study. The first data is motivation data and the second is a document of students’ English achievement which includes four English skills. They are the score of listening, reading, speaking, and writing at second semester. In this research study, one kind of data used is motivation data. The data is utilized to see how high a learner is motivated in learning English. The data is obtained by conducting a form of a questionnaire which is multiple choice and consists of 20 items developed by Setiadi (2006). The statements given are the indicators of having motivation in the process of learning English. The each item is followed by 3 options and those indicates the degree of respondent’s motivation in learning English. Option A indicates high motivation meaning score 3, and option B indicates moderate motivation meaning score 2, while option C indicates low motivation meaning score 1. So, the highest score of questionnaire is 60, and the lowest score is 20.

The data of motivation, then, is analyzed by using Microsoft Excel Program to compute range, interval and mean’s score. The formula are as follows : (a) looking for the range is used  $R = H - L$ , where R is range, H is high score, and L is low score. And (b) looking for mean’s score is used  $M = \frac{\sum f}{N}$ , where M is mean,  $\sum f$  is the amount of testee’s answer, while N is the number of testee. The standard of scoring used to classifying students’ motivation is as follows

Table 1  
The Classification of Standard of Scoring of Students’ Motivation

No	Interval	Category
1	51 - 60	Very high
2	41 - 50	High
3	31 - 40	Moderate
4	20 - 30	low

The other data is score of the subject of four basic English skills, namely listening, reading, speaking, and writing. The standard of scoring is the classification of students’ achievement in learning English determined by the institution, Uniska. The classification is as follows.

Table 2  
The Classification of Standard of Scoring of Students’ Achievement

No	Score	Category
1	3,51 – 4,00	Cumlaude
2	2,76 – 3,50	Very Satisfied
3	2,00 – 2,75	Satisfied

**Population and Sample**

The population of this research is English freshmen, at semester 2, academic year 2014-2015, Faculty of Teacher Training and Education, Islamic University of Kadiri (Uniska). The freshmen are chosen under the assumption that they have had learned four English skills since they were in Junior and Senior High School. Besides, they have also passed four English skills in the previous semester, listening 1, reading 1, speaking 1, and writing 1. There is only one regular class, at semester 2 that consists of 40 students and two extension classes.

Table 3  
Population and Sample

<b>Population</b>	English freshmen at semester 2, a regular and 2 extension classes, acad year 2014-2015
<b>Sample</b>	One regular class : 40 students

**THE RESEARCH FINDING**

In line with the research design and objective of the study, this chapter aims at presenting the result of data analysis. After giving the questionnaire of

motivation, the researcher analyzes the data, and the result can be shown as follows:

Table 4 :  
The Internal Score of Students' Motivation

Score	Frequency	Percentage	Classification
51 - 60	11	27,5 %	Very high
41 - 50	27	67,5 %	High
31 - 40	2	5 %	Moderate
20 - 30	-	-	Low

Based on the table 4 above, it is found that there are eleven students or twenty

seven point five percent who get very high score. Twenty seven students or sixty seven point five percent get high score, only two students or five percent get moderate score, and no students get low score. This result means that most of the students or 95% of the amount have (very) *high motivation* in learning English.

The other data is students' achievement of four basic English skills at the end of semester. It is a form of document which is the score of subjects of listening, reading, speaking, and writing from English Department staffs and the data is as follows.

Table 5:  
Students' Achievement of Four Basic English Skills

No	Subject	Listening	Reading	Speaking	Writing	Σ	Mean
Σ	40	117	89	121	111	438	109,5
M	-	2,93	2,23	3,03	2,78	10,95	<b>2,74</b>

Based on the table 5 above, it can understood that the mean score of students for (1) listening is 2,93 ; (2) reading is 2,23 ; (3) speaking is 3,03 ; and (4) writing is 2,78. Besides, the mean score of four basic English skills is 2,74.

Table 6  
The Classification of Students' Achievement Made by FKIP and Used as Standard Score and Percentage of Scoring

No	Score	F	%	Category
1	3,51 - 4,00	2	5	Cumlaude
2	2,76 - 3,50	11	27,5	Very Satisfied
3	2,00 - <b>2,75</b>	27	65	Satisfied

And based on table 6, we can see that the classification of students' achievement is as follows : (1) twenty seven students or 65% get satisfied score, while (2) eleven students or 27,5% get very satisfied score,

and (3) two students or 5% get cumlaude score. In other words, we can say that table 6 draws (most of) the students' English proficiency / achievement are *satisfied*.

### CONCLUSION AND SUGGESTION

Based on the above findings of the research study, it can be concluded (1) the mean of students' motivation is (very) high because most of the students (38 students) or 95% of them get *high score of motivation* in learning English. While two students only have moderate motivation because of their score. As a whole, motivation of the freshmen in learning English is high. And (2) most of the students' English achievement are at satisfied score, it means that the level of freshmen's English achievement is *satisfied*. From the two findings of the research study, we can perceive that it strongly seems a phenomenon that there is a relation between motivation and achievement. Although the relation itself

necessarily needs to be proved further for the next studies or reseachers.

The words *high motivation* and *satisfied achievement* can be understood clearly that it lines with what experts believe that the higher motivation owned by a learner, the higher English achievement / proficiency he/she can accomplish, whereas, the lower motivation owned by a learner, the lower English achievement/ proficiency he/she can accomplish.

In line with some weaknesses of this research study, the writer proposes some suggestions as follows : (1) concerning with this research study is about motivation, it is necessary for teachers, parents, or guardians to motivate the

language learners more and more in order to be aware of the importance of having skills and , in turn, be better to enable and increase English proficiency. (2) for further research, the variable of motivation can be expanded and studied in depth, besides the more variables used to obtain a correlation with motivation itself. For example : kinds of motivation, such as intrinsic, extrinsic including integrative and instrumental motivation. Or other variables such as grammatical structure, translation, and four English skills. This suggestion is inspired by the more variables used, the more interesting and useful results can be obtained. In turn, it will give advantages to language learners and teachers / educators.

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