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Students' Motivation of Senior High School in Learning Foreign Language

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ABSTRACT

Background. One of the foreign languages that has always been studied in Indonesia is English. In fact, English is one of the subjects that must be tested during the national exam.

Purpose. The purpose of the study explored students' motivation in learning English by administering questionnaires and conducting interviews. The respondents consisted of 33 participants.

Method. Data was obtained by giving teacher performance scales, teacher digital literacy, and online learning implementation scales.

Results. Interviews were given to some students and teachers. The study found that the majority of students had good integrative motivation in learning English. This is followed by instrumental motivation, which relates to their goals in learning English. However, students' good instrumental motivation also does not affect students' achievement or learning outcomes.

Conclusion. This is due to external factors or the students' environment in their daily lives.

KEYWORDS

Foreign Language, Motivation, School

INTRODUCTION

Explaining success or failure in doing a complicated job is usually synonymous with the word motivation (L. R. Putri dkk., 2023). As said, almost all experts also agree that motivation theory is related to the factors that drive behavior and provide direction for that behavior, and it is also generally accepted that a person's motives for engaging in certain activities are based on the underlying needs (Johanna dkk., 2023). In the context of acquiring and studying a second language, one of the factors believed to build motivation is the attitude towards the language and culture of people who use that language, including the cognitive component, the component that refers to one's beliefs about an object (Andra dkk., 2023). Next, the affective component, which is a component that refers to the number of positive or negative feelings a person has of a certain object, and the last is the component of behavior, which refers to the intention of one's behavior or refers to the actual behavior of that object.

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Some researchers only see one component, but some people see the three components above (Kurniawan dkk., 2023). There are researchers who argue that it doesn't matter whether all or one of the three components is measured, the relationship between the three components is very close so that adequate information about attitudes can be obtained by measuring only one component, no matter which.

In a preliminary study of the role of attitudes and motivation for second language learning, attitudes and motivations are usually incorporated into a number of factors that are jointly responsible for relative success or failure in learning a second language (Saputra dkk., 2023). But then the prominent role of attitudes and motivations has been redefined (Maulida dkk., 2023). It is now argued that attitudes are directly related to motivation, which in turn is related to second language learning (Sari dkk., 2023). In other words, attitudes must be seen as motivational support and not as a factor that has a direct influence on second language learning (Lasmi dkk., 2023). In addition, motivation to learn languages is not only determined by attitude but also by other motivational tools such as the desire to please teachers and parents, success, and other factors.

Other research has been conducted by Rochmat Budi Santosa (2017) about Motivation in Learning English (N. A. Putri dkk., 2023): Case Study of Students in the Department of English Education showed that the motivation to learn English in English Language Education students showed good motivation (Asman dkk., 2023). The questionnaire given shows that the attitude of students when learning English illustrates that they have good integrative motivation (Amri dkk., 2023). On the side of the results of the data analysis on the instrumental aspects also showed quite positive results, which means that good attitudes and interests in learning English are already owned by students. From statistical data showed that students of English education majors have quite good learning motivation, but also need to be developed so that optimal English learning outcomes are achieved. However, whether this good motivation will also have an impact on student achievement is not explained in this study.

The theory developed by Gardner (1972) is the most famous motivation theory in second language learning. Although Gardner's theory dominates the theory of motivation in foreign language learning, many experts then criticize this theory and at the same time develop other theories about motivation in learning foreign languages (B. Beribe, 2023). Learning foreign languages especially English has become a necessity and demand for students in Indonesia. We already know that English is an International Language (Yeltriana dkk., 2023). With the development of the era and era of the industrial revolution, we are required to be able to communicate in English. At present, many schools and colleges have begun to apply the use of English in the school environment, but there are still many who have not been able to implement this system (Lumban Gaol, Hansrainer, dkk., 2023). Because of this developmental demand, many students take courses outside of school to learn this Foreign Language.

For this reason, we need to know what orientation underlies students' motivation in Senior High School to learn English and how students' attitudes towards English subjects, because in previous studies, respondents addressed students from the English education department, of course, motivation in learning English will be high (Minarti dkk., 2023). In this study, respondents will be addressed to high school students, because at this level, students will determine the direction of their next life, whether to continue their education or work in the future (Nurzen dkk., 2022). It is hoped that the results of this study will increase enthusiasm for teachers to continue to improve teaching competence in the classroom by looking at students' motivation and behavior toward English subjects.

The study of motivation in the context of the acquisition of second language learning has been pioneered by Gardner's theory which sees motivation into two categories, there are integrative motivation and instrumental motivation (Mustajab dkk., 2023). Integrative motivation requires a positive attitude from students toward the target language speakers (Ulum dkk., 2023). While instrumental motivation is how students feel about the importance of why they need to learn the target language, for example, to get something important for their lives, such as education or good work.

In his research, Gardner (1972) found that integrative motivation has a large influence on language acquisition (Roshayanti dkk., 2023). Good mastery of foreign languages is influenced by high levels of integrative motivation. In addition, students with good integrative motivation usually show better mastery of language compared to instrumental motivation. Students who are integratively motivated tend to show positive attitudes and behaviors (Pamungkas & Halimah, 2023). They are usually more active in class, more enthusiastic, do not give up easily, and will not stop trying to learn a foreign language (Fuadi & Mirsal, 2023). Conversely, students who are motivated instrumentally show characteristics that do not support the language learning process. They only see foreign languages as mere tools to meet practical needs, for example, to get good jobs, not to get closer to other countries cultures.

Gardner considers that integrative motivation plays a greater role in language acquisition than instrumental motivation which seems to be quite popular among applied linguists, but there is a lot of empirical data that shows different things. Several studies show that the correlation between interactive motivation and language acquisition is not always positive (Suryaningsih, 2021). Some of the results were found to be insignificant or negative. As Renandya (1997) said, he mentioned that of the 14 studies conducted by Gardner and his colleagues in Canada from 1959-1980, the results were three positive, and four negative, while the remaining seven were unclear. Some research results in the context of Second English also show that integrative motivation does not have a positive impact (Mutalib & Dylan, 2021). Renandya (1997) also tells of a case study conducted by Schmidt, in his research, he examined a person in Japan, and his research shows that although the person is considered to have a positive and integrative attitude towards American culture, his English skills are not too prominent (Afifah dkk., 2023). In terms of grammatical mastery (linguistic competence), the ability of the person is said to be very limited even though he has settled in Hawaii for a long time.

Gardner's opinion is also not always true. Some research outside Canada proves that instrumental motivation is superior to integrative motivation (Yennizar dkk., 2022). Research conducted in the Philippines shows that instrumental motivation can play a far better role than integrative motivation. Other studies concluded that if someone likes a foreign language that they learn, it does not correlate significantly with the achievements they achieve in learning a foreign language (Amirudin dkk., 2022). It was confirmed by Snow (1998) who said that a positive attitude towards the target language is not absolutely necessary for someone to succeed in learning and obtaining a foreign language.

In addition to integrative and instrumental motivation, Krashen (2002) suggested another type of motivation which he called social group identification (Lumban Gaol, Morales, dkk., 2023). This motivation is defined as the desire to acquire proficiency in a language or the variety of languages used by social groups that the learner wants to be used as his identity.

According to Krashen (2002), the motivation for identifying social groups is the same as integrative motivation. Integrative motivational learners learn a new language because they want to participate in the social and cultural life of the speakers of the language they learn while still

maintaining their identity as a group of native speakers (Muhammadong dkk., 2023). Learners who have the motivation to identify social groups not only want social and cultural participation, but they also want to be members of a group of speakers of languages or the variety of languages studied.

In other words, motivation for social group identification refers to integrative motivation, but not vice versa (Pathurohman dkk., 2023). The motivation for specifically identifying social groups can be applied to immigrants or migrants who want to be fully assimilated with the communities in which they migrate, although it may be that some immigrants or migrants only have integrative or instrumental motivation (Nida dkk., 2023). While Ellis (2003) besides suggesting instrumental and integrative motivation also suggests another type of motivation which he calls resulting motivation, namely motivation which is caused by second language achievement. It means that learner success can affect student motivation.

In contrast to before, Harmer (2001) said that the motivation that drives someone to learn English is influenced by the attitude of the community in which they live, certain people who are close to them, including the teacher, and the methods he uses in the learning process (Farid, 2023). How important it is to learn English in the community's view, how its status in the curriculum, and how the image of the community towards culture is related to English, are things related to people's views on English. All of these views will influence students' attitudes towards the language they learn and this attitude will, in turn, affect the students' motivation and whether that motivation can be maintained (Zarnuji, 2023). The same goes for close people around students such as parents, siblings, and close friends. Whether they give proper respect to English lessons or even appreciate other lessons also influences the formation of this attitude (Teguh dkk., 2023). The teacher and the method used are closely related to the atmosphere of learning in the classroom which can make students enthusiastic or vice versa in the process of learning English.

Motivation is also often said by extrinsic and intrinsic motivation. Intrinsic motivation is motivation that is directed by interest in the task itself, whereas extrinsic motivation is more directed by external stimuli, such as parental consent, offering gifts, threat of punishment, good grades, and so on (Brown: 2001; Lucas: 2010).

Discuss intrinsic motivation, Ellis (2003) also points out that in some learning situations, it may not be a common reason for students to learn a second language as the main determinant of their motivation level. It may be that many learners have different, positive or negative attitudes towards the target language user community. This may be the case for many foreign language learners, but this does not mean that such learners have no motivation. They can get assignments in learning that are intrinsically motivating. According to this view, motivation involves curiosity in someone who continues to maintain consistency. Because curiosity can be ups and downs depending on the extent to which the learning tasks are in accordance with the interest of the learner who can make them involved in various learning activities.

The integrative and instrumental categories are more oriented, not motivational. Orientation means the context or purpose of someone to learn, while motivation refers to the intensity that drives people to learn (Brown: 2001). It is integrative oriented language learning for cultural purposes, and instrumental oriented language learning for career or academic purposes. Both of these orientations can have low or high motivation.

It may be that someone who learns a foreign language, such as English, is motivated by either integrative or instrumental motivation or social group identification, or perhaps another type of motivation such as intrinsic motivation, or resulting motivation, as Ellis suggests. But, the most important thing is that people cannot succeed in learning foreign languages without motivation.

Therefore Archibald (1997) says "the degree of motivation is a future learning better predictor than success is the type of motivation". Nonetheless, this type of motivation is still important, especially to study various things that enable it to build one's motivation. If the attitude is seen as one of motivational support, then other motivational support such as the desire to please the teacher and parents, gift promises, or experience of success and so on can also be other motivational factors regardless of which motivation is in which category.

Learners may have simultaneously integrative and instrumental motivation; motivation can be influenced by the activity of learning or vice versa, the motivation of members influences learning. Besides that motivation is naturally dynamic, not something that is owned or not possessed by students but rather as something that can change from time to time depending on the context and learning activities.

RESEARCH METHODOLOGY

The researcher gave questionnaires to students to find out their motivation in learning foreign languages, especially English. The question consisted of a questionnaire containing 10 statements that referred to integrative and instrumental motivation. The respondents of this study were students at one of the secondary schools in the city of Yogyakarta. Respondents numbered 33 people. In addition to providing questionnaires, researchers also had the opportunity to interview several students and also the English subject teacher. Data analysis of the results of the questionnaire was carried out through 3 stages based on Miles, Huberman, and Saldana (2014), there were 1) data condensation, 3) data display, and 4) conclusions.

In condensing data, the researcher selects data, focus, simplify, abstract, and change the data that appears in the field notes or written transcriptions collected from the questionnaire provided. Then, in the data display, the data obtained is displayed in tabular form and described and associated with relevant theories that will answer the problem being solved, namely about students' motivation in learning English. Furthermore, the results were compared with the result of the interview with students and the English subject teacher to know what the result of the questionnaire is in accordance with the information conveyed by the teacher. The last was the conclusion. This step was the answer to all problems raised in this study so that the final result will be obtained information about student motivation in learning English and students' attitudes towards English subjects at school.

RESULT AND DISCUSSION

The author has provided a questionnaire to determine students' motivation in learning English in Senior High School. Based on the questionnaire given, related to the integrative motivation of students in learning English as follows.

St 1 : I like learning English.

St 2 : Learning English is fun.

St 3 : Learning English is important.

St 4 : English is easy to learn.

St 5 : Being able to speak English reflects intellect.

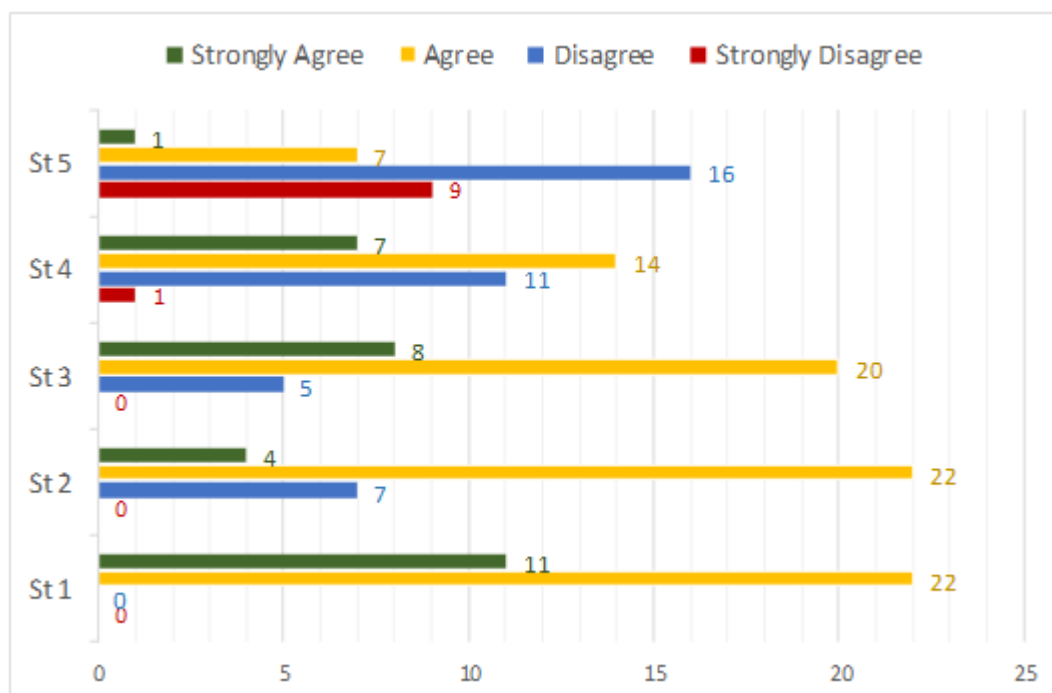


Table 1 Frequency of respondent responses

Based on the results of a questionnaire regarding the integrative motivation of students in learning English, most students gave positive responses. The majority of respondents study English is a fun and important thing. It is indicated by 22 respondents who stated that they liked learning English. None of the respondents did not like English lessons or English learning. This is supported by further statements related that learning English is a fun and important thing to learn. However, in the next statement, there were still many respondents who stated that learning English was not easy. So, based on the opinion of these respondents, learning in the classroom needs to be supported by the commitment of various parties, both teachers and students in learning English, especially the need for motivation from the subject teacher, and the mindset of the students themselves. Because, if the mindset has stated it's difficult, it will feel more difficult.

Next, the researcher wants to know the students' responses regarding their responses about the position of English in their view. Although the majority of respondents stated that learning English is an important thing, something that is fun, they do not consider that good English skills is not an indicator that reflects one's intellect.

Furthermore, on the aspect of instrumental motivation, researchers also gave five statements related to student motivation in learning English. The following are statements on instrumental aspects.

St 6 : I study English to improve my English skills.

St 7 : I study English so as not to fail the exam.

St 8 : I study English so as not to fail in entrance selection favorite campus.

St 9 : I study English to get a job in the future.

St 10 : I study English to be able to communicate internationally.

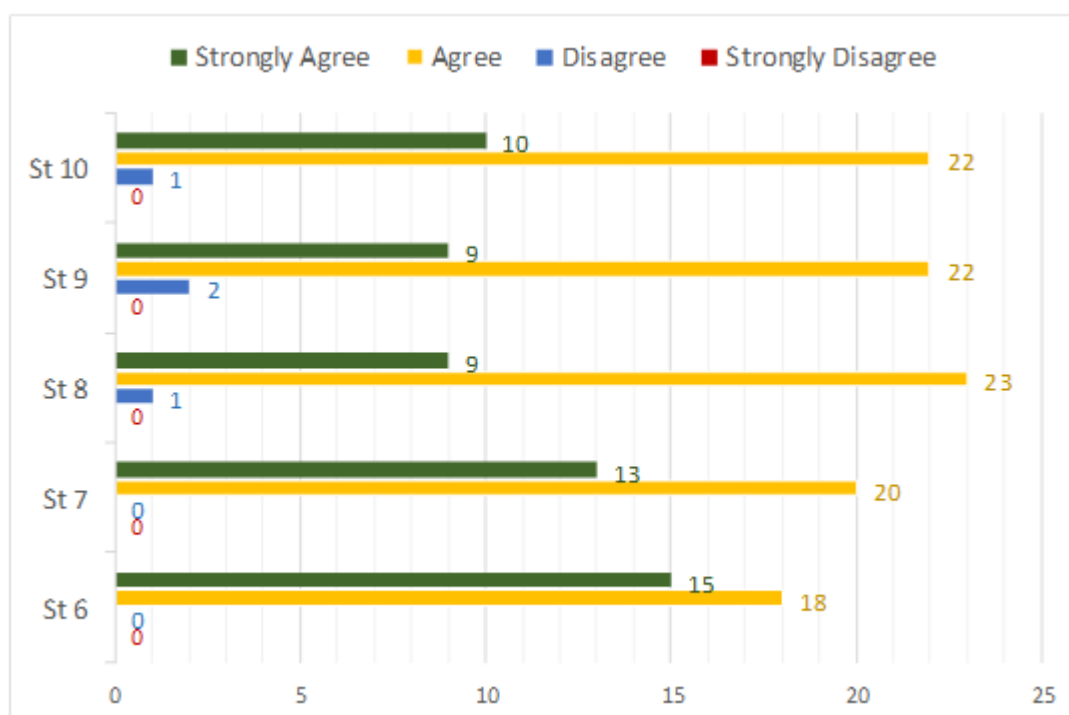


Table Frequency of respondent responses

The table above was the result of a questionnaire given about the instrumental motivation of students in learning English, which means the purpose of students learning English, or the importance of learning English for them. Based on the questionnaire statements given, the majority of students responded positively to their reasons for learning English. From the five statements given, between the sixth to the tenth statements, the majority of students expressed their agreement regarding their reasons for learning English.

The success of someone in learning something is influenced by one's motivation and interests. However, in aspects of learning a second language, especially English, it needs to be accompanied by continuing to communicate using the language in everyday life, it is in accordance with the opinion of Macnamara (1973). Thus, it means that a person's attitude will not necessarily affect one's success in learning a language.

However, in the situation that we face today, it seems that someone's motivation or interest is quite influential in his success in learning foreign languages, especially English (Atef & Munir: 2009). By referring to the results of the questionnaire that has been described above, it shows that the existence of good motivation from within students will also certainly affect the success of students with their respective goals. If someone has a specific goal or target, of course, he will be enthusiastic about learning it so that he can achieve what he wants. As shown in the table above, explaining that from the integrative aspect, students explain that all students like English subjects, or learn English. Furthermore, the results on the integrative aspect, it turns out to be in accordance with the results contained in the instrumental aspect. The majority of students have the same goals and targets why they are passionate about learning English. They are aware of the position of English as an International Language, where English will be very important to learn. In addition, English is one of the compulsory subjects that they must take on the school graduation exam. Of course, they will be enthusiastic about learning it.

Other goals are future or long-term goals. Aside from being for the purpose of graduation, students also realize that they will always be dealing with English in the future. Both when they follow the selection on a favorite campus, also when going to apply for a job. Not infrequently,

now, many instances implementing selection tests by testing English skills both written and oral. In fact, for file requirements, both in job selection and in tertiary institutions have begun to apply for English language proficiency test certificates or what we often call the TOEFL.

It was evidenced by the statement of students who were successfully interviewed by the researcher. Based on the results of interviews with students, explaining that most of the students also take lessons outside of school, or take English courses outside school. It proves that motivation will affect student efforts and student learning strategies.

However, in contrast to the above statement, the researcher had the opportunity to interview the English subject teacher. Based on the results of interviews with teachers, said that student motivation can also affect student achievement in English subjects. his statement in accordance with Gardner's opinion which states that a person's motivation must be towards the results obtained. Because motivation will affect the effort to be made, and the effort that will be made also will affect the success of learning. But the teacher also said that it does not apply to all students. Students who have good learning motivation, do not also determine good learning achievement as well. Because each student has different external factors that are different Maybe because of the environment, the support of parents, and also they are more interested in their gadgets.

In fact, it should be with increasingly sophisticated technology, students' learning time should be more flexible wherever they are. So the benefits of the times also have a good effect on student achievement in Indonesia. But what happens is that there are many students who misuse their gadgets for things that are less useful. They were more interested in watching YouTube, opening Instagram, and other applications. The results above are in accordance with Gardner's opinion which states that a person's motivation must be towards the results obtained. Because motivation will affect the effort to be made, and the effort that will be made also will affect the success of learning.

CONCLUSION

Based on research conducted, shows that students at one of the High Schools in the city of Yogyakarta have a good motivation in attending English lessons. It can be seen from the results of questionnaires and interviews given to students as well as interviews with subject teachers. But to support the goal of learning to be successful, and of course to achieve the goals desired by students based on the instrumental aspects, there needs to be cooperation with other factors, namely parental support and also the wise attitude of students in getting along. Because, in the development era that we face now if we are not able to control ourselves in getting along, it will affect our learning success. For example in the use of social media, if we use it for learning facilities outside of school, supporting knowledge not yet obtained from schools or courses, it will have a good impact. but if we use it for things that are not good, it will also have an adverse effect on ourselves, so that it will be an inhibiting factor in achieving something or desired learning achievement.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

Author 6: Other contribution; Resources; Visuali-zation; Writing - original draft.

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