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### **The Effect of Intrinsic Motivation on English Language Learning Among Secondary School Students**

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#### **Info Artikel**

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#### **Abstract**

In the pandemic era students have to deal with learning in 4.0 era. This era demanding students to be active in Teaching-Learning process. Thus, students' factor, take control result of Teaching -Learning beyond all kind of learning model that was presented in any research. Intrinsic motivation is one of many factors that can impact success or failure for a complex challenge, With high motivation students could looking for many ways to get their goals. It is very affected when students have good motivation to study English as a new skill for them. In Indonesia exclusively, English is a foreign language. In a public senior high school mostly English just 4 hours per-weeks and it is less than enough to improve Students English skill, so here motivation take important part to make sure they could find another way to improve their English Skill in the condition that could not support their needs. Therefore, the purpose of this research to investigate how effective intrinsic motivation on English language learning among secondary school students. The data were collected through observational field notes, questionnaires, and tests of English competency. The researcher expected this research can give an overview of students' language learning process and outcomes.

***Keywords: Intrinsic Motivation, English Language Learning, Learning Outcomes***

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## Introduction

English learning is an absolute necessity in the 4.0 era, because almost all access for communication, the development of knowledge and career development has been dominated by digital media and mostly use English as an International communication tools. Unfortunately, in some schools English language learning area it is not maximized in its application for many reasons.

Many factors determine the success of education including potential, interest, intrinsic and extrinsic motivation, learning independence, teacher ability, curriculum, and so on. Among these factors, student factors are influential because they are an object of education as well as an indicator of educational success. Student motivation to succeed in a subject becomes an important determinant of educational success, especially in the school environment.

Based on Sardiman (2012) motivation can be considered as the overall driving force in students that lead to learning activities. Hikmat (2009) says motivation is the impetus or stimulus given to a person in order to have the will to act. Brophy (2004) defined motivation as a theoretical concept that is used to explain the beginning, direction, force and insistence of goal-oriented behavior

Furthermore M. Ainley, and J. Ainley, (2011) explains motivation is an attribute that instigate movements, an energy, direction, the reason for our behaviour and “what” and “why” we do something. Hamzah (2011) argues that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. Students' motivation in the learning process can be seen from their behavior in learning, students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

This research identified the effect of intrinsic motivation on students' English ability at secondary school in Subang, West Java. along with good English competency the students' can get better

access to enhance their knowledge by taken any sources from English book, journal and Internet.

Students' intrinsic motivation is the basic competency needed in English learning. Intrinsic motivation can help students to continue to impulse themselves to continue to develop themselves, find solutions if they find difficulties in learning, and have an inner urge to achieve the expected learning goals. Therefore, intrinsic motivation is deemed necessary to be developed in student learning patterns in schools to support success in English learning.

## Literature Review

### 1. Definition of Motivation

According to Di Serio, M.B. Ibáñez, and C.D. Kloos (2013) the motivation definition proposed by Houssave, motivation is the kick off and behaviour behind the strength. Aristotle and Plato on H. Tohidi and M.M. Jabbari (2012) have endorsed that motivation is associated with physical, emotional and logical. Other than that, there are few other definitions proposed by several researchers. Woolfolk (2013), regarding motivation is an internal condition that arouses, directs and maintains behaviour. Furthermore, Sevinc, H. Ozmen, and N. Yigit (2011) it is a factor which leads to behaviour and determine the directions, the force and insistence of it.

Motivation has a willingness to activate, mobilize, channel and direct the attitudes and behaviour of a learner Dimiyati and Mudjiono (2006). Students' motivation in the learning process can be seen from their behavior in learning, students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.

Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior Guay et al., (2010). Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something. E.A. Skinner and M.J. Belmont (1993)

states Active and highly motivated students will spontaneously involve in activities without expecting any external rewards. Meanwhile to encourage a low motivated student, external rewards are needed to convince students to

participate in activities. According to T.W. Malone and M.R. Lepper (1987), there are seven factors that endorse motivation, namely; challenge, curiosity, control, fantasy, competition, cooperation and recognition where many of which are present in games. Sukmadinata (2003) says motivation is influenced by intrinsic and extrinsic factors. The intrinsic factors, among others, re students' attitude, interests, intelligence; and extrinsic factors are factors beyond the student, such as, environmental factors, among others, family, school, or community environment.

## 2. Different Types of Motivation

Deci and Ryan (2002) examined three categories of motivation that affects achievement:

- (i). Intrinsic motivation: If the factors that direct the individual to a certain behavior comes from his own inner world, in a manner that is independent of the drives outside of the individual, this is intrinsic motivation. The main sources of intrinsic motivation are the interest, curiosity and needs of the individual. Actions which are performed through intrinsic motivation and which originate from these sources are inherently rewarding for the individual, thus no additional motive or punishment is needed. In this case, the individual is expected to display behaviors such as volunteerism, willingness and making a choice Deci and Ryan (2000). Therefore, these actions usually generate intrinsic results as personal experiences which have a meaning for the individual. A study underlining the importance of intrinsic motivation indicated that students will learn a topic more easily if they are willing to apprehend and grasp this topic.
- (ii). Extrinsic motivation: If the drive of the individual's behavior is independent of him, in other words if it lies in his environment, then this is extrinsic motivation. The behaviors which originate from external sources, such as rewards, punishment, and social support, are behaviors which are linked with the result of the individual's action. In this regard, the individual is not motivated by any interest in the action itself but rather he is

motivated by the benefits that this action brings. Some actions which are considered to be important for the students by teachers and parents are triggered by extrinsic motivation, and, therefore, they do not draw the intrinsic attention of individuals Deci and Ryan (2016).

- (iii). Amotivation: If individuals cannot establish a connection between their actions and the results of their actions there is no motivation, not and the individuals experience amotivation Reeve. In this case, individuals cannot make an association with the impact of their actions or the impact of their surroundings, and, thus, they cannot be motivated either intrinsically or extrinsically. Therefore, the individual who believes that his actions will not provide a benefit for him does not take any action and falls into the state of amotivation.

Dornyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment.

## 3. Intrinsic Motivation

According to E.L. Deci, and R.M. Ryan (2016) Intrinsic motivation directs an individual to participate in academic activities only to experience the fun, challenging and uniqueness without any external pressure or compulsion rather than expecting external rewards, gifts or under any compulsion or pressure. V. Gopalan, J.A.A Bakar, A.N. Zulkifli, A. Alwi and R.C. Mat (2017) Intrinsic motivation is able to spread the positivity and make the gained knowledge to sustain for a long time Furthermore, Intrinsic motivation has been defined as (a) participation in an activity purely out of curiosity, that is, from a need to know more about something (Deci, 1975; Gottfried, 1983; Woolfolk, 1990); (b) the desire to engage in an activity purely for the sake of participating in and completing a task (Bates, 1979; Deci, Vallerand,

Pelletier, & Ryan, 1991); and (c) the desire to contribute Mills (1991).

#### 4. Motivation and the Learner

Academic intrinsic motivation has been measured by (a) the ability of the learner to persist with the task assigned (Brophy, 1983; Gottfried, 1983); (b) the amount of time spent by the student on tackling the task (Brophy, 1983; Gottfried, 1983); (c) the innate curiosity to learn Gottfried (1983); (d) the feeling of efficacy related to an activity Gottfried (1983); (e) the desire to select an activity Brophy (1983); and (f) a combination of all these variables (Deci, 1975; Deci & Ryan, 1985). A student who is intrinsically motivated will persist with the assigned task, even though it may be difficult (Gottfried, 1983; Schunk, 1990), and will not need any type of reward or incentive to initiate or complete a task (Beck, 1978; Deci, 1975; Woolfolk, 1990). This type of student is more likely to complete the chosen task and be excited by the challenging nature of an activity. The intrinsically motivated student is also more likely to retain the concepts learned and to feel confident about tackling unfamiliar learning situations, like new vocabulary words.

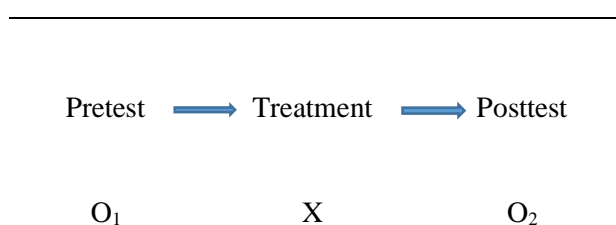
### Methods

#### a. Time and place of the research

This research was conducted in a Secondary Schools in Subang at 2020/2021 academic year.

#### b. Research Method

The researcher was conducted the research by *true experiment method* using *One Grup Pretest-Posttest Design* by Cohen (2007). The design as follow:



One Grup Pretest-Posttest Design

*Sumber: Cohen (2007)*

Notes:

$O_1$  = Pretest Students' English Ability

$X$  = Treatment to Enhance students' Intrinsic Motivation and English Ability

$O_2$  = Posttest Students' English Ability

### c. Population and Sample

The participants of this research are the students of secondary school students. Specifically, from the senior high school will be selected a group of eleventh graders to participate in this study, approximately 31 students as a sample for this research. This research was conducted by Cluster Random Sampling. As Margono (2004), says *teknik ini digunakan bilamana populasi tidak terdiri dari individu-individu, melainkan terdiri dari kelompok-kelompok individu atau cluster*.

### d. Research Procedure

This research was conducted using Zoom Application, because in pandemic situation teaching-learning process are conducted by online learning. The primary ones are classroom observation and questionnaire, while the secondary ones are interview and learning as well as teaching English.

#### 1) Classroom Observation

One way to minimize problems related to having no control or comparison group is to measure the same dependent variable in one group of participants before (pretest) and after (posttest) a treatment. We measure scores before and again following a treatment, then compare the difference between pretest and posttest scores.

#### 2) Questionnaire

Close-ended questionnaires are utilized in this research in order to investigate the students' intrinsic motivation. Questionnaire are taken and modified from McCord, R., & Matusovich, H. M. (2013) and Tremblay, M. A., Blanchard, C. M., Taylor, S., Pelletier, L. G., & Villeneuve, M. (2009).

#### 3) Pretest

Pretest helps measure students learning over a period of time. The pretest marks a student's level of understanding before instruction while a final assessment or post-test measures students learning. A comparison of pretest and post-test can provide a teacher with an opportunity to track student growth in a period.

#### 4) Treatment

Students which are chosen to be sample for the research will be completed treatment from the researcher. They would give material as a standard at school, but they will be given

different treatment to enhance their intrinsic motivation to improve their English ability.

5) Post-test

Post-test are given after completion of an instructional program. Post-test is needed to measure student English ability after the treatment. Post-test is form is an exercise that students should try to handle about kinds of material that given by the researcher. In this step also students fill the intrinsic motivation questionnaire to make sure how much intrinsic motivation affects to students English ability.

Table 2: Paired Samples test

		Paired Samples Test				
		Paired Differences			t	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Lower	Upper	
Pair 1	Pretest - Posttest	21.677	4.989	23.507	19.847	24.130
						.000

**e. Research Instrument**

The researcher choose questionnaire as a research instrument to measure students' intrinsic motivation. The questionnaire based on Likert Scale and modified based on theory review about the research topic. Likert Scale consists of five alternatives answer, it helps the students answer the questionnaire based on their real condition.

**Findings and Discussion**

a. Findings of Pre-test and Post Test

Table 1: Paired Sample Statistics

Paired Samples Statistics					
	Mean	N	Std. Deviation	Std. Error Mean	
Pair 1	Pretest	50.32	31	11.065	1.987
	Posttest	72.00	31	8.722	1.566

Table above shows statistical description about, mean score pretest is 50.32 and mean score post test 72, moreover it means intrinsic motivation raise students' score about 21.67%.

Table *paired samples test* consist the result of t test. There are any differences between mean before and after treatment about

21.67, with the value of std. deviation 4.989 and std. error 0.896.

Value of t count is 24.191 and df=30 so we have sig (2 tailed) or p-value is 0. P-value score is lower than alfa value (0.025). it means there is any differences between the result of mean pre-test and post-test.

Value of t count if higher than t table (2.045), so Ho rejected. It means there is any differences mean score of pre-test and pot test.

a. Questionnaire Description

Table 3: Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	15

Table 4 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IM_1	49.77	45.981	.476	.806
IM_2	49.84	39.873	.660	.788
IM_3	49.32	41.559	.598	.794
IM_4	49.97	40.766	.713	.785
IM_5	49.29	43.546	.613	.795
IM_6	49.48	41.925	.645	.791
IM_7	49.90	46.357	.284	.820
IM_8	49.32	43.359	.593	.796
IM_9	49.52	46.925	.553	.805
IM_10	49.55	48.456	.312	.815
IM_11	49.39	47.378	.302	.816
IM_12	49.19	44.028	.671	.794
IM_13	49.52	53.458	-.228	.842
IM_14	49.23	46.914	.399	.810
IM_15	49.16	52.006	-.095	.840

Based on *cronbach's Alpha* score 0.818 more than 0.60, it means questionnaire is reliable. Thus, based on *Corrected Item-Total Correlation* score, all those numbers more than 0.60, it means all those questions is valid.

Questionnaire discrete into three main parts of question, 3 questions identify students' interest, 7 question identify students' intrinsic motivation and 5 questions identify teacher treatment in the classroom.

Question number 1-3 identify students' interest in learning English. Data shows that students' interest in level medium, it means students have interest in learning English.

Question number 4-10 identify students' intrinsic motivation. The data describes that students' intrinsic motivation in level high, it means they have self-motivation what they want to get, how what they do, and how to pass any struggles during learning English. Their academic English activity seems fun, and challenging.

Question number 11-15 identify teacher treatment in the classroom. The data describes that students agree that teacher give proper treatment to support their learning English activity.

## Conclusion

This research was conducted in a public secondary school in Subang, West Java. The finding shows that there is substantial effect of intrinsic motivation toward student English language learning. The effect is about 21.67%, it means if students can manage their intrinsic motivation well, it helps them to achieve more in learning english. It may bring higher effect if they can collaborate with appropriate learning method.

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