

## Islamic Junior High School Students' Motivation for Learning English in Cipancuh

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### ABSTRACT

The purpose of the study was to investigate the level of motivation for learning English among Islamic junior high school students in Cipancuh. The study also explored the differences in students' motivation for learning English based on the genders of the students. The participants of this study were 4 of 8th grade students at Islamic junior high school in Cipancuh. The data collection was a questionnaire, and researchers also added interviews to strengthen the research. The data for this study were analyzed qualitatively using thematic analysis. The findings showed that the students' motivation for learning English was high. The finding revealed a significant difference in their motivation for learning English as female students have higher levels than male students. This study is expected to provide useful knowledge and information about students' motivation in learning English.

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## 1. INTRODUCTION

English is the global language and it plays an important role in order for people to communicate and fit into the real world. English is considered as a lingua franca and a global language or imperative language (Ashrafuzzaman, et al., 2021), as Crystal (2003) states that the English language is widely used in a large number of areas such as commerce, science, education, medicine, aviation, tourism, business, and international communication all over the world. According to Rahman, et al. (2021) that in many countries, people consider it as a foreign language and teach it as a compulsory subject from the primary education to the higher secondary level or even teach it as a foundation course at the tertiary level of education. Realizing the importance of English in today's era, this language is taught as a compulsory subject in all the streams of education including general education, vocational education, and madrasah (Islamic school) education. In Tsanawiyah madrasah (Islamic junior high school), one of the sub-streams in the madrasah stream, English is taught right from the primary level. Tsanawiyah madrasah students follow the English curriculum, syllabus, and materials the same as the students of general and vocational streams. Moreover, their duration of learning English is equal to the students of the general and vocational streams. Despite this, Tsanawiyah

madrasah students are criticized by a section of the society in media and social media for their deficiency of proficiency in English.

Purmama, et al. (2019) states that motivation is one of the most significant things in the learning process. Without motivation, the purposes of learning are tough to achieve. When learners have it in the learning process, they will understand the materials, especially English. Dornyei (2001, p. 7) says, "Motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity." Similarly, Huitt (2011, p.1) perceives motivation as a desire, an internal state that activates behavior, intensifies it, and gives it a goal-oriented direction. Ryan and Deci (2000, p. 54) also opine that "to be motivated means to be moved to do something." McDonough (1983) also confirmed that "motivation of the students is one of the most important factors influencing their success or failure in learning the language." Furthermore, a better understanding of student's motivation may help English curriculum and instruction designers to build language learning and teaching programs which generate the motivation most conducive for more successful learners of English (Midraji, 2003).

According to McDonald (2016: 73), motivation is a change in energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. Motivation will cause a change in energy in humans, so that it will cling to the problems of mental symptoms, feelings and emotions, to then act or do something. According to Sardiman (2016: 75), motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants and wants to do something, and if he does not like it, he will try to negate or avoid the feeling of dislike. So, motivation can be stimulated by factors from outside but motivation is to grow within a person. According to Uddiniyah, et al. (2019), Motivation is the process that gives encouragement, direction, and persistence of behavior. Meaning motivated behavior is behavior that is full of energy, focus and long lasting. Motivation is a suggestion or encouragement that arises because it is given by humans to other humans or from oneself, the impulse intends that humans become better human beings than the previous ones. Motivation can also be interpreted as a reason that underlies an act carried out by humans.

Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. According to Tanveer, et al. (2012), Motivation is mainly of two types that can be related with the academic achievement of the students. These two types of motivations are characterized by extrinsic and intrinsic motivations. Motivation in this research points to reasons for attracting students. The reason can be from the students' intrinsic motivation or extrinsic motivation.

Hayikaleng, et al. (2016) states that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part in. Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are elicited by their intrinsic motivation, they study English because of their internal urge. Intrinsic motivation is narrated to the inner abilities of the students to interact with their environment in order to achieve their required and predetermined goals. Hayikaleng, et al. (2016) defined that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid punishment. Here the pupils learning English are encouraged by their external eagerness, such as looking for a job, doing examinations, and so on. Extrinsic motivation refers to the fact that people are motivated towards external sources through assorted kinds of rewards and grades.

Uddiniyah, et al. (2019) states that intrinsic motivation is a motive that becomes active or functioning does not need to be stimulated from the outside, because in each individual there is an urge to do something. Motivation can be built from outside the life that hurts the heart, but

motivation grows within the individual itself. In learning, motivation is the whole movement in students' awareness that helps them in learning activities, quarantines a long 3 learning process and provides direction for the process, so students. Taking into account the aforementioned explanation, this research attempts to address the following questions:

1. What are the levels of motivation for learning English of Tsanawiyah madrasah students in Cipancuh?
2. What are the differences between male and female students in terms of their English learning motivation?

The purpose of this study was to investigate the level of students' motivation for learning English. Also, explored the differences in students' motivation for learning English based on the genders of the students. The researchers tried to assist teachers and English curriculum designers to build language learning and teaching programs which create the motivation for English learners to achieve their greater.

## **2. METHOD**

This study used a descriptive qualitative method. Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used to make broader conclusions (Sugiyono, 2005 cited in Apsari 2017). It means that descriptive qualitative is a research method which uses techniques of searching, classifying, and analyzing the natural phenomenon.

This research was executed in one Tsanawiyah madrasah school in Cipancuh, Haurgeulis, Indramayu. The participants of this research are four students, namely two male students and two female eighth grade students. For the purpose of ethical issues, the names of students are displayed anonymously and replaced as coded. The sample used is random sampling. The researchers took students in each 8 A and B class in taking a sample of 2 students, and from all 8th grades were 4 students as samples.

That is the primary data collection technique in this study. The primary two are questionnaire and interview. The adapted Attitude Motivation Test Battery (AMTB) questionnaire of Gardner (2004) was employed in this study. The questionnaire consisted of 5 items. In the questionnaire, the participants gave their opinion based on a 5-point Likert scale that are, 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The researchers sent the English version questionnaire to Indonesia to make it easier for the participants to understand and answer the question. The questionnaires were distributed to 4 students during their normal class session by using a google form and the researcher gave the students time 5-10 minutes to fill out the questionnaire. Then the questionnaires were collected by the researcher. Furthermore, in the interview there are 2 orally items also translated into Indonesia. In this interview students were requested to answer the questions orally. Each student was assigned the questions based on their opinion and feeling. The interviews were distributed orally to 4 students after their finish to answer the questionnaire by using a phone call and the researcher recorded their answers using a handphone recorder. Then, the students' interview answers were transcribed into the text in English.

To analyze the data given by the participants were calculated using thematic analysis. To investigate the level of students' motivation for learning English, percentage formulas were applied. The mean scores of the data were calculated and categorized as: very high = 4.5 - 5.0, high = 3.5 - 4.49, average = 2.5 - 3.49, low = 1.5 - 2.49, and very low = 1.0 - 1.49, following Degang (2010) and Kitjaroonchai (2012), to determine the levels of students' motivation for 4 learning English. To explore the differences in students' motivation for learning English based on the genders of the students, students' answers of interviews accumulated valid qualitative manually transcribed and concluded to answer the research questions.

## **3. RESULTS AND DISCUSSION**

## Results

Based on the student questionnaire collected, researchers would explain that most students who had different answers about the statement questionnaire were given both positive and negative questions. Amount of questionnaires given to the students were five items.

Table 1. percentage (%) of result from the questionnaire of students' motivation in learning English.

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning English is really great.	25%	75%	0%	0%	0%
2	I have a strong desire to know all aspects of English.	0%	100%	0%	0%	0%
3	I hate English.	0%	0%	25%	50%	25%
4	I feel very much at ease when I have to speak English.	25%	50%	0%	25%	0%
5	Knowing English isn't really an important goal in my life.	25%	0%	0%	25%	50%

From the data above, the researcher concluded that most students have the motivation. It was provided with the percentage of each of the categories. From the calculation answered by students in this questionnaire, the researcher discovered that most students have a motivation in learning English. Furthermore, female students have higher motivation for learning English than male students. It indicated that students of eighth grade at Tsanawiyah madrasah in Cipancuh have high motivation for learning English. Furthermore, to support the results based on the questionnaire, the interview was applied in this research. The interview consists of several important questions that refer to students' motivation in learning English.

The results showed the significant difference in students' motivation in learning English based on the gender of the students. They are: the first items were "What makes you feel that learning English is a great thing?." For the male students from the interview result, the researcher found that U1 (coded 1st male student) feel that learning English is a great thing, because English is an important international language in the work environment. In line with that answer, A1 (coded 2nd male student) feels that learning English is a great thing because English is a global language which makes it easier to find a good job in the future. Meanwhile, female students based on A2 (coded 1st female student) feel that learning English is a great thing, because English is an international language so we can communicate with everyone. Furthermore, Y2 (coded 2nd female student) feels that learning English is a great thing, because with English we can communicate with strangers.

The second item was "What thing makes you feel English is difficult, so you don't like learning it?" U1 states that he felt English was difficult when he had to speak and write in English, because English vocabulary was difficult to pronounce. Then, A1 thinks that it is the mindset that makes English difficult and never tries to learn it, and speaking is the difficult skill in English. Meanwhile, A2 answered that pronunciation in English is difficult, the vocabulary 5 has different meanings in each use of tenses in sentences. Then Y2 states that she felt making a description and presenting them was difficult in English.

## Discussion

From the presentation of the data questionnaire above, we can see that most of the students answered the questions in agreement with the questions that were given to them. According to the explanation, most of the students are highly motivated. They want to learn

English because knowledge of English is a really important goal in their life. It is clear that students of eighth grade at Tsanawiyah madrasah in Cipancuh have a high motivation in learning English. This is beneficial for both students and teachers in the learning process. Because, motivation is one of the important influences which affect students' attitude and achievement. In this study's finding, the learners have good motivation, so it can be handy for the teacher to bring the students to be successful in delivering English.

Based on the interview the researcher found the differences between male and female students in terms of their English learning motivation. According to the male students, learning English is a great thing, because English is an international language which is important in the work environment. Whereas, according to the female students they feel great in learning English because with English they can speak with anyone including foreigners. Meanwhile, male students felt that English was difficult when they had to speak English. While female students thought that English was difficult because the vocabulary used in English would have different meanings for using sentences with different purposes.

In line with this research, Nguyen (2019) the authors of "Motivation in Learning English Language: a Case Study at Vietnam National University, Hanoi." The participants of the research include 371 first and second-year students of Vietnam National University, Hanoi - University of Engineering and Technology (VNU-UET). The research used questionnaires to collect the data. The data were analyzed by using SPSS software. The findings show that the students were highly motivated in English learning, and more instrumentally motivated. The study also examined some factors that influence students' motivation in learning English.

#### 4. CONCLUSION

From previous descriptions of the data, the researcher concluded that eighth grade students at Tsanawiyah madrasah in Cipancuh had a willingness to learn English, which was due to the results of questionnaires. As a result of the questionnaire, it was found that most of the students agreed with the contents of the questionnaire. This means that students are motivated to learn English. Also, in the presentation above, female students have higher motivation for learning English more than male students of Tsanawiyah madrasah in Cipancuh.

This study is expected to provide useful knowledge and information about students' motivation in learning English. Both knowledge and information may help to improve the students' motivation, and students' proficiency in English. In this case, however, teachers need to be more creative in their use of media, strategies, or provided materials in their learning activities to motivate their students.

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