Students' English learning motivaton at the Tenth Grade of SMK Karsa Mulya Palangka Raya

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Abstract

This study aimed to find out about the, to that related to students' learn English motivation in the tenth grade of SMK Karsa Mulya Palangka Raya. The type of research used was a survey in research form of quantitative method, Quantitative research, is defined as the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. Quantitative research gathers information from existing and potential customers using sampling methods and sending out online surveys, online polls, questionnairesetc., the results of which can be depicted in the form of numericals. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly.. The instrument used was questionnaire, adopted from Tomoharu Takahashi there were 34 items, which contained about motivation. The data analysis used SPSS 20.00 software. The research subjects were 135 tenth grade students of Karsa Mulya Palangka Raya Vocational High School. Based on the result of study, it was found that: 1). Intrinsic motivation in learning English (80.2%) students like to learn English and English it is important to get a job. 2).Extrinsic motivation (74.2%) students learn English, they follow friends and follow school rules or are told by teachers to learn English.

Keywords: Perception, Intrinsic Motivation, Extrinsic Motivation

INTRODUCTION

In learning English, students are supported by some reasons. Every student has a different reason. Firstly, students want to learn English because they want to get better jobs when they were graduated from the school, because, many big companies require people with English skills to perform their jobs. Secondly, English gives students easier access to communicate with others around the world. For instance, nowadays students are using English through networks such as Facebook, Twitter, and many others to get in contact.

Harmer (2007:98) stated that intrinsic motivation comes from within the individual. A person might be motivated by the enjoyment of the learning process or

desire to make 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. An intrinsically will motivated student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivate the students to work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In neither case do the students work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Beside extrinsic motivation, the students also have extrinsic motivation in learning English. Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". Extrinsic motivation will motivate the students to learn on 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 smiley face to something major like fame or fortune. For example, a student who dislikes English may learn hard on English equation because want the 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.

METHOD

1. Research Design

According to Arikunto (2006, P.51), research design is plan or setting. This is made by the researcher as the orientation that would be conducted. It meant that in research the researcher needed to decide the design as a plan which would be applied in a researcher related to the research objectives.The research design of this study was survey research. In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior. Yin (2003:20-21) A survey researcher may want to investigate associations between respondents characteristic such as age, education, social class, race, and their current attitudes toward some issues. The data of this research in the form of quantitative research. States the quantitative research used objective measurement and statistical analysis of numeric data to understand and explain phenomena. This research design used questionnaire. The researcher describes the result of this research by showing the students' perception toward the use of *Bahasa Indonesia* by lecturers' in English classroom.

2. Population of the Study

According to Sugiyono (2010:117). Population-based on Ary et al in Sukardi (2003:53) population is all numbers of a well-defined class of people, events or object. This research conduct at SMK Karsa Mulya in Palangka Raya. The Researchers choosing SMK Karsa Mulya Palangka Raya as the object of research because the school had quite good quality. In this study, the population is all students of class X in SMK Karsa Mulya Palangka Raya, which has a total of 1135 students from six classes, consisting of two light vehicle engineering classes, two motorcycle engineering classes and two Multimedia classes. According to Arikunto (2002:112) states that if the total population of less than 100 was better taken all, so the research was used total sampling.

Table 1. Population of Study

Class	Male	Female	Total
X1 (motorcycle engineering classes)	14	-	14
X2 (motorcycle engineering classes)	12	-	12
X1 (Multimedia classes)	14	15	29
X2 (Multimedia classes)	18	16	34
X1 (light vehicle engineering classes)	22		22
X2 (light vehicle engineering classes)	26	-	26
Total			137

3. Research Instrument

This research used one instrument that includes the questionnaire. The questionnaire contains 34 statements adopted from Tomoharu Takahashi (2018-18) the title "Motivation of students for learning English in Rwandan schools". A questionnaire is used to check the type of student and the transition to motivation for learning English. Many questionnaires have been developed to investigate student motivation in the context of the SLA. In this section, students' marked the strength of their agreement to the items by utilizing a Likert-types 5-point scale ranging from 1-strongly disagree, 2-disagree, 3-medium, 4-agree, 5-strongly agree. A bilingual translator who works for a government agency translates questionnaire items into Kinyarwanda.

Table 2. Item Specification of Questionnaire

No	Description	Items
1	Intrinsic Motivation	1-17
2	Extrinsic Motivation	18-34

4. Data Collection Procedure

In this study a questionnaire is used to collect data, this study will have several steps as follows:

a. The researcher prepared a questionnaire.
b. The researcher collected respondent.
c. The researcher giving the questionnaire to the respondent.
d. Calculated the results of the response.
e. Analyzed the data obtained using SPSS version 20.
f. Concluded students perception related to the influence of motivation in learning English.

5. Data Analysis Procedure

In order to find out about student motivation in learning English in the SMK Karsa Mulya Palangka Raya, researcher used a quantitative descriptive method based on how many students answer each item in the questionnaire. The items in the questionnaire is take in a descriptive table of frequency distributions and average scores. To analyze the data, the steps applied as followed:

1. Collecting the main data (item score/responses)
2. Arranging the collected score into the distribution of frequency of the score table.
3. Calculating Mean using formula, Median, and Modus.

Mean

$$\overline{X} = \frac{\Sigma X}{n}$$

Where:
X = Mean value
Σ = Sum of
X = raw score
n = Number of case.

Median
The median is defined as that point in a distribution of measure which 50 percent of the cases lay. Example:

18   20   22   25   25   30

Median: any point from 22.5 to 24.5 fits the definition of median.
In this case, $\frac{22.5 + 24.5}{2}$ = 23.5

The Modus / Mode
The mode is the value in a distribution that occurs most frequently
Example:

14   16   16   17   18   19   19   21   22

The mode of this distribution is 19 because it is the most frequent score.

4. Calculating the deviation score and standard deviation using the formula:
   Deviation Score

$x = X - X$

x = Deviation Score

X = raw score

X = Mean

Standard Deviation

$$s^2 = \frac{\Sigma x^2}{N-1}$$

$$s = \sqrt{\frac{\Sigma x^2}{N-1}}$$

$$s = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

Where:

x^2 = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

$X)^2$ = sum of the score squared (the scores are first summed, and then this total is squared)

N = Number of cases

5. Interpreting the analysis result.
6. Giving conclusion.

FINDINGS

There were percentages calculation of questionnaire results on Student Perceptions of motivation in learning English in the tenth grade of SMK Karsa Mulya Palangka Raya can be seen as follows.

Table 3. Results of the Questionnaire
For X - A (MOTORCYCLE ENGINEERING CLASSES)

Item		Scale									
		SA	A	N	DA	SDA	Total	MN	MDN	MO	SD
1	Number	0	6	8	0	0	14	3.43	3.00	3	0.514
	Percent	0	42.9%	57.1%	0	0	100				
2	Number	1	11	2	0	0	14	3.93	4.00	4	0.475
	Percent	7.1%	78.6%	14.3%	0	0	100				
3	Number	0	8	5	1	0	14	3.50	4.00	4	0.650
	Percent	0	57.1%	15.7%	7.1%	0	100				
4	Number	1	1	8	4	0	14	2.93	3.00	3	0.829
	Percent	7.1%	7.1%	57.1%	28.6%	0	100				
5	Number	1	5	5	3	0	14	3.29	3.00	3	0.914

	Percent	7.1%	35.7%	35.7%	21.4%	0	100				
6	Number	1	2	6	4	1	14	2.86	3.00	3	1.027
	Percent	7.1%	14.3%	42.9%	28.6%	7.1%	100				
7	Number	1	8	5	0	0	14	3.71	4.00	4	0.611
	Percent	7.1%	57.1%	35.7%	0	0	100				
8	Number	1	6	3	4	0	14	3.29	3.50	4	0.994
	Percent	7.1%	42.9%	21.4%	28.6%	0	100				
9	Number	0	1	6	7	0	14	2.57	2.50	2	0.646
	Percent	0	7.1%	42.9%	50.0%	0	100				
10	Number	1	4	5	3	1	14	3.07	3.00	3	1.072
	Percent	7.1%	28.6%	35.7%	21.4%	7.1%	100				
11	Number	1	1	7	5	0	14	2.86	3.00	3	0.864
	Percent	7.1%	7.1%	50.0%	35.7%	0	100				
12	Number	3	5	3	2	1	14	3.50	4.00	4	1.225
	Percent	21.4%	35.7%	21.4%	14.3%	7.1%	100				
13	Number	1	4	7	2	0	14	3.29	3.00	3	0.825
	Percent	7.1%	28.6%	50.0%	14.3%	0	100				
14	Number	3	5	4	1	1	14	3.57	4.00	4	1.158
	Percent	21.4%	35.7%	28.6%	7.1%	7.1%	100				
15	Number	3	5	5	0	1	14	3.64	4.00	3	1.082
	Percent	21.4%	35.7%	35.7%	0	7.1%	100				
16	Number	2	1	5	4	2	14	2.79	3.00	3	1.251
	Percent	14.3%	7.1%	35.7%	28.6%	14.3%	100				
17	Number	4	4	6	0	0	14	3.86	4.00	3	0.964
	Percent	28.6%	28.6%	42.9%	0	0	100				
18	Number	3	5	5	0	1	14	3.64	4.00	3	1.082
	Percent	21.4%	35.7%	35.7%	0	7.1%	100				
19	Number	1	4	5	3	1	14	3.07	3.00	3	1.251
	Percent	7.1%	28.6%	35.7%	21.4%	7.1%	100				
20	Number	1	9	3	0	1	14	3.64	4.00	4	0.864
	Percent	7.1%	64.3%	21.4%	0	7.1%	100				
21	Number	3	3	6	2	0	14	3.50	3.00	3	1.082
	Percent	21.4%	21.4%	42.9%	14.3%	0	100				
22	Number	1	4	8	0	1	14	3.29	3.00	3	1.072
	Percent	7.1%	28.6%	57.1%	0	7.1%	100				
23	Number	1	2	4	5	2	14	2.64	2.50	2	0.929
	Percent	7.1%	14.3%	28.6%	35.7%	14.3%	100				

		SA	A	N	D	SD		MN	MDN	MO	SD
24	Number	1	2	7	3	1	14	2.93	3.00	3	1.019
	Percent	7.1%	14.3%	50.0%	21.4%	7.1%	100				
25	Number	1	1	6	5	1	14	2.71	3.00	3	0.914
	Percent	7.1%	7.1%	42.9%	35.7%	7.1%	100				
26	Number	2	0	3	9	0	14	2.64	2.00	2	1.151
	Percent	14.3%	0	21.4%	64.3%	0	100				
27	Number	3	3	3	5	0	14	3.29	3.00	2	0.997
	Percent	21.4%	21.4%	21.4%	35.7%	0	100				
28	Number	1	2	5	6	0	14	2.86	3.00	2	0.949
	Percent	7.1%	14.3%	35.7%	42.9%	0	100				
29	Number	1	4	9	0	0	14	3.46	3.00	3	0.644
	Percent	7.1%	28.6%	64.3%	0	0	100				
30	Number	2	3	6	3	0	14	3..29	3.00	3	0.994
	Percent	14.3%	21.4%	42.9%	21.4%	0	100				
31	Number	1	5	6	1	1	14	3.29	3.00	3	0.994
	Percent	7.1%	35.7%	42.9%	7.1%	7.1%	100				
32	Number	2	4	7	0	1	14	3.43	3.00	3	1.016
	Percent	14.3%	28.6%	50.0%	0	7.1%	100				
33	Number	0	8	5	0	1	14	3.43	4.00	4	0.852
	Percent	0	57.1%	35.7%	0	7.1%	100				
34	Number	2	4	7	1	0	14	3.50	3.00	3	0.855
	Percent	14.3%	28.6%	50.0%	7.1%	0	100				

Based on table 4.1 above. the results of the questionnaire illustrate the highest average score of 4.00 on items 2,4,7,13,14,15,17,18,20 and 33, at a mean score of 3.50 on item 34, at median 4.00 on 10 items, item 2, 4,7,13,14,15,17,18,20,33 and in mode 4 there are 8 items, namely items 2,3,7,8,12,14.20 and 33, at the standard deviation there is the highest score 1,251 on 2 items, namely items 16 and 19.

Note :
SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

MN = Mean

MDN = Median

MO = Modus

SD= Standard Deviation

The Percentage Calculation above from the Questionnaire showed the results on Student Perceptions of English learning motivation in the tenth grade of SMK Karsa

Mulya Palangka Raya. The questionnaire was given to 135 students as a sample. The questionnaire was given after they learned. The percentage of results on students' perceptions is as follows.

Table 4. Final Result Of Analysis Students' Perception
X - A (MOTORCYCLE ENGINEERING CLASSES)

No	Score	Categorized	No	Score	Categorized
1	68	Agee	18	72	Agree
2	78	Agree	19	61	Neutral
3	70	Agree	20	72	Agree
4	58	Neutral	21	70	Agree
5	65	Agree	22	65	Agree
6	57	Neutral	23	48	Neutral
7	74	Agree	24	58	Neutral
8	65	Agree	25	54	Neutral
9	51	Neutral	26	52	Neutral
10	61	Agree	27	65	Agree
11	57	Neutral	28	57	Neutral
12	70	Agree	29	68	Agree
13	65	Agree	30	65	Agree
14	71	Agree	31	65	Agree
15	72	Agree	32	68	Agree
16	55	Neutral	33	68	Agree
17	77	Agree	34	70	Agree

DISCUSSION

Supported by Tomoharu Takahashi (2018) he conducted a research " Motivation of students for learning English in Rwandan schools" The current study investigated the motivation of primary and secondary students in Rwanda for learning English. It examined motivation types and its transition by grade level. Factor analysis identified five factors underlying motivation types: unwillingness-based motivation, intrinsic motivation, anxiety-based motivation, future-oriented motivation, and praise-oriented motivation. Results showed that students in Rwanda overall mostly rely on praise-oriented motivation, followed by intrinsic motivation, future-oriented motivation, anxiety-based motivation, and unwillingness-based motivation.

All indicators showed an analysis of students' perceptions with results for class X - A (Motorcycle Engineering Class) 23 Agree items and 11 neutral categorized as Agree with the final results 64.4% and Agree categories, which answer the research questions namely the perception students of SMK Karsa Mulya Palangka Raya about learning motivation English.

X - B (Motorcycle Engineering Class) 22 Agree items, 1 item Strongly Agree and 11 items are neutral categorized as Agree with the final result 62.1% and the Agree category, which answers the research question, namely the perception students of SMK Karsa Mulya Palangka Raya about learning motivation English.

X - A (Multimedia) 14 Agree items, 12 items Strongly Agree and 8 items are neutral categorized as Agree with the final result 71.6% and the Agree category, which answers the research question, namely the perception students of SMK Karsa Mulya Palangka Raya about Motivation to learn English.

X - B (Multimedia) have 14 Agree items, 12 items Strongly Agree and 8 items are neutral categorized as Agree with the final result 69.5% and the Agree category, which answers the research question namely the perception students of SMK Karsa Mulya Palangka Raya about learning motivation in English.

X - A (Light Vehicle Engineering Class) 1 item Strongly Agree and 12 items are neutral categorized as Agree with the final result of 65.1% and the Agree category, which answers the research question, namely the perception of SMK Karsa Mulya Palangka Raya students about Motivation to learn English and.

X - B (Light Vehicle Engineering Class) 19 Agree items, 2 items Strongly Agree and 13 items are neutral categorized as Agree with the final result 63.4% and the Agree category, which answers the research question namely the perception of SMK Karsa Mulya Palangka Raya students about Motivation to learn English. The total items from the questionnaire were 34 questions.

From the results of the research on the questionnaire attached to the results of the above research, findings can be made in a chart to see students' perceptions of motivation to learn English in the school of SMK Karsa Mulya Palangka Raya (see Figure 1).

Based on the analysis of tables and drawings above it is was shown that students' perceptions to English learning motivation in SMK Karsa Mulya Palangka Raya which consisted of divided into 23 items are categorized as agree and 11 items are categorized as neutral. The total questionnaire items were 34 questions with the final result being 64.4 % and categorized as Agree.

$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$
$$= \frac{2.192}{34}$$
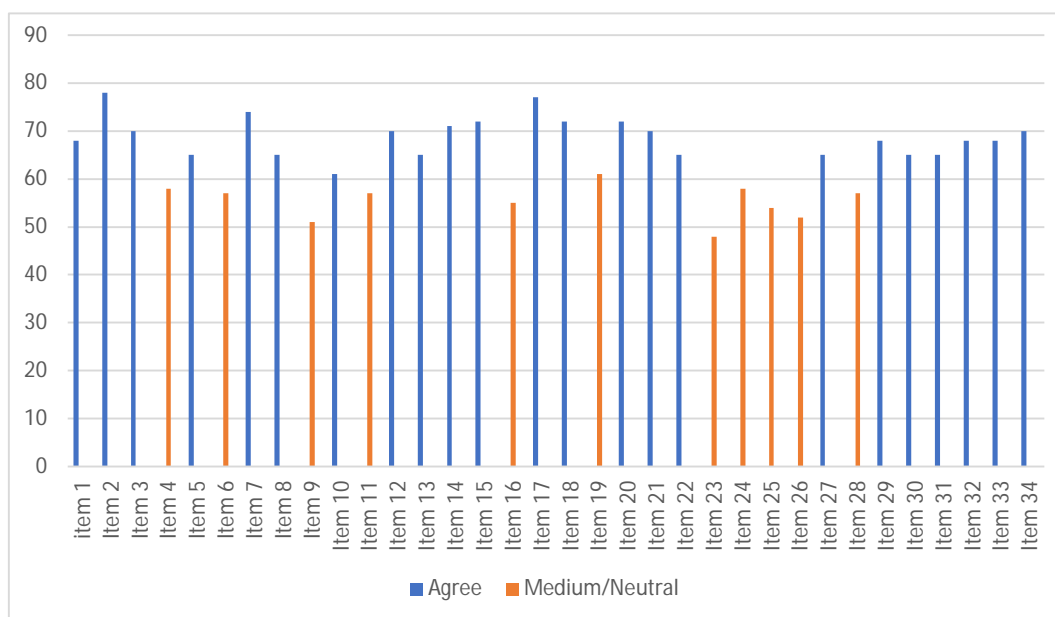$$= 64.4 \text{ \% (Agree)}$$

Figure 1.

**Student Perception Chart about English Students' Motivation
at SMK Karsa Mulya Palangka Raya**
X - A (MOTORCYCLE ENGINEERING CLASSES)

Table 5. Total Calculation

No	Class	Intrinsic Motivation	Extrinsic Motivation
1	X A (motorcycle engineering classes)	1.310	1.239
2	X B (motorcycle engineering classes)	1.297	1.247
3	X A (Multimedia classes)	1.504	1.296
4	X B (Multimedia classes)	1.502	1.336
5	X A (light vehicle engineering classes)	1.297	1.247
6	X B (light vehicle engineering classes)	1.272	1.205
	Total	8.182	7.570

Intrinsic Motivation

$$= \frac{8.182}{17 \times 6}$$
$$= \frac{8.182}{102}$$
$= 80.2$ % (Strongly Agree)
Extrinsic Motivation

$$= \frac{7.570}{17 \times 6}$$
$$= \frac{7.570}{102}$$
$$= 74.2 \ \% \ (\text{Agree})$$

From an explanation of intrinsic motivation and extrinsic motivation, so students in SMK Karsa Mulya Palangka Raya have higher intrinsic motivation in learning English than extrinsic motivation. That means that SMK Karsa Mulya Palangka Raya students learn English at school because they want to improve their English language skills. In addition, they learn English because students like to learn, students want to get a better job, students will be easier to socialize and communicate well to people in other countries.

From the results of the calculation above, there are the same as the results of the Tomoharu Takahashi research "Tomoharu Takahashi (2018) he conducted a research" Motivation of students for English in Rwandan learning schools "The results showed that students in Rwanda were whole dependent on praise-oriented motivation , followed by intrinsic motivation, future-oriented motivation, anxiety-based motivation, and reluctance-based motivation "in Tomoharu Takahashi's research students have Intrinsic motivation in learning English.

CONCLUSION

Based on the results of the study, conclusions can be seen as follows:
1. Most students have intrinsic motivation in learning English (80.2%), the reasons were generally same, students like to learn English and English it is important to get a job.
2. There are some students who have the extrinsic motivation (74.2%), the reasons were generally same, students learn English, they follow friends and follow school rules or are told by teachers to learn English.
    In this research it is found that students in the tenth grade at SMK Karsa Mulya Palangka Raya had a strong motivation from within themselves to learn English, because they assumed that learning English had benefits for their future after graduating from school.

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