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STUDENTS' MOTIVATION IN LEARNING ENGLISH AMONG SMAS FRATER DON BOSCO, SMK 2 TARAKAN, AND MTS NEGERI TARAKAN

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ABSTRACT

Although motivation is a well debated notion, it is nevertheless difficult to describe. It is seen as an essential component for carrying out particular tasks and succeeding. Motivation is the driving force and catalyst for putting up the best effort possible on a variety of tasks, especially when learning a foreign language. Students who are driven to learn English are more likely to put in their best effort and use all available resources to become proficient. Examining students' motivation to learn English at three distinct Tarakan schools—SMK 2 Tarakan, SMAS Frater Don Bosco, and MTS Negeri Tarakan—was the aim of this study. 60 participants from these schools answered a ten-item questionnaire utilized in this descriptive qualitative study. The results showed that pupils in all three schools were more motivated by intrinsic factors (mean = 4.16) than by extrinsic factors (mean = 2.23). This shows that rather than being influenced by outside forces, pupils are more driven to study English for personal reasons.

Keywords: Motivation, English Learning, Descriptive Analysis

INTRODUCTION

English has become an essential language to master in the age of globalization. The ability to speak and understand English has become crucial. This is due to the fact that practically every nation in the world uses English as both their official language and a second official language (Rahmah, 2023). Since motivation is essential to the learning process, especially when learning English as a foreign language, it is one of the most significant factors in English language acquisition. English is one of the foreign languages taught in Indonesian schools (Riadi, 2019). However, there are unavoidably some challenges to overcome in tandem with the growing demand for English language instruction in Indonesian schools. Students who lack ambition, lack support, or have little prior knowledge find English difficult (Purwati, 2020; Sundari, 2018). One of the elements that can affect the teaching-learning process is motivation. Fidiastuti et al. (2021) assert that learning outcomes are strongly impacted by students' motivation to learn. According to Hayikaleng, Nair, and Krishnasamy (2016), students' success in learning English is greatly influenced by their motivation. In situations involving teaching and learning, motivation plays a significant role. Whether or not students are motivated determines how well they learn (Filgona, 2020).

Motivation has a significant impact on students' engagement and performance. According to Oktaviani and Mandasari (2018), student motivation improves the learning process and has a favorable impact on attitudes and participation in class. Learning objectives are hard to meet without motivation. Students will comprehend the material better when it is incorporated into their learning process, particularly when it comes to English (Mulyani, 2024). In order to help students understand the material they need to learn in order to meet the established goals, motivation plays a crucial and strategic role in improving the learning process (Mutmainnah, 2021). Since motivation is a very helpful tool for delivering knowledge, learning motivation is an essential initial step in the

development and enhancement of the nation's educational system (Muhammad Sabiq Mohd Noor et al., 2020).

Students must possess motivation, which is a crucial component of the learning process. A motivated student will be interested in participating in learning activities, make an attempt to succeed, accomplish satisfactory goals, finish the duties given to them, and have the courage to voice their thoughts or opinions. Even with its significance, learning English continues to be a challenge for many pupils. Some students find it difficult and tedious, which lowers their motivation and decreases their chances of succeeding. Conversely, highly driven pupils persevere, overcome obstacles, and have a higher chance of success. This study examines the level of motivation among students at three Tarakan schools: SMAS Frater Don Bosco, SMK 2 Tarakan, and MTs Negeri Tarakan. This is because motivation is crucial for learning English.

A variety of learning environments may be seen in the three schools. Being a religious junior high school, MTs Negeri Tarakan incorporates Islamic principles into its curriculum, which may motivate pupils by imparting moral and religious values. SMAS Frater Don Bosco, a Catholic high school, places a strong emphasis on educating pupils ethics and values, which may have an impact on their innate motivation. In contrast, SMK 2 Tarakan is a vocational school that emphasizes practical skills that are beneficial in the job. Establishing goals centered on careers could motivate pupils there. This study aims to analyze students' motivation in learning English across three different schools: SMAS Frater Don Bosco, SMK 2 Tarakan, and MTs Negeri Tarakan. By exploring the factors that drive students' motivation, this study seeks to provide insights into how teachers can enhance their teaching approaches to support students in achieving success in English learning.

Based on the explanation above, we know that motivation is considered success in studying a new language in the classroom circumstances. By knowing about the students' motivation, teachers can know their students' interest. Therefore, the writers carried out of the study entitled "An Analysis of Students' motivation in Learning English Among SMAS Frater Don Bosco, SMK 2 Tarakan, and MTs Negeri Tarakan

LITERATURE REVIEW

1. Definition of motivation

Since it encourages pupils to persevere and achieve in the face of difficulties, motivation is essential to the learning process, especially in language acquisition. Ryan and Deci (2023) define motivation in education as the process that starts, directs, and sustains goal-oriented activities, impacting students' perseverance in overcoming challenges as well as their effort in learning a language. Accordingly, motivated students are more likely to maintain their commitment and take an active part in their education. In a similar vein, Schunk and Zimmerman (2023) stress that motivation is essential in educational settings since it includes students' desire to engage with the content and their commitment to mastering it. It implies that students could not have the initiative and tenacity necessary to advance their talents if they are not motivated. Brophy (2004) goes on to say that motivation encompasses the internal mechanisms that stimulate and guide behavior toward learning objectives, particularly in language acquisition, where both internal and external incentives are important. This implies that maintaining pupils' attempts to learn a new language requires encouraging both internal motivation and outside rewards.

2. Types of motivation

Although it's easy to say yet difficult to define, motivation is essential to many facets of life, including learning a foreign language. In essence, motivation is the extent to which a person does an action voluntarily and consciously, claim Ryan and Deci (2023). This viewpoint emphasizes how crucial it is to comprehending how pupils approach learning English. Similarly, by affecting learners' attitudes about the language and their willingness to interact with it, MacIntyre et al. (2020) stress that motivation is essential to the language learning process. When a student is driven to study English, they put up their best effort to become proficient and consider all available options. There are two forms of motivation for learning: extrinsic and intrinsic (Mardianty, 2023). Both intrinsic and extrinsic motivation are essential for boosting output and effectiveness at work. According to Deswarta et al. (2023), extrinsic motivation originates from outside sources like incentives and environmental support, whereas intrinsic motivation originates from within a person and encourages

them to succeed without outside pressure. This suggests that a strong drive to accomplish goals with integrity comes from intrinsic motivation. Extrinsic motivation, on the other hand, can improve worker performance through acknowledgment and social support. As a result, both forms of motivation are necessary for accomplishing organizational objectives and fostering a productive work environment.

Extrinsic motivation from external stimuli such as rewards or recognition. Djafar (2023) revealed that digital media could enhance extrinsic motivation by providing badges, scores, or competitive elements that encouraged students to engage more deeply with the material. Self-efficacy, defined as an individual's belief in their ability to succeed, was also noted to improve through exposure to authentic content, such as films featuring native speakers, which boosted students' confidence in their language proficiency. Salsabila et al. (2023) define this by highlighting how students using the Duolingo application expressed intrinsic motivation when they enjoyed completing lessons and achieving personal milestones without relying on external rewards. Extrinsic motivation in this context was fueled by external incentives, such as grades or teacher praise. Salsabila found that features like point accumulation and peer competition on Duolingo motivated students by offering tangible rewards, which enhanced their engagement with English language learning.

METHOD

1. Research Design

The research design for this study was a descriptive qualitative approach, allowing for an indepth exploration of students' motivation in learning English. This method was particularly suitable for understanding the subjective experiences and perspectives of students, as it provided rich, detailed data (Denzin & Lincoln, 2017) about their motivations and learning environments. Descriptive qualitative research emphasizes the context and the meanings that participants attribute to their experiences, making it ideal for educational research focused on motivation (Faisal et al, 2021). When gathering information on issues that cannot be immediately observed, like motivation for learning English, a survey was helpful. Cross-sectional surveys are the survey type employed in this study. Additionally, the survey approach was used in this study to gather information about their motivations. In survey research, the researchers inquired about people's views, attitudes, traits, and behavior (Ary et al., 2010:372).

2. Participant

The participants in this study involved students from three educational institutions: SMAS Frater Don Bosco, SMK 2 Tarakan, and MTs Negeri Tarakan. A purposive sampling technique was employed to select approximately 20 students from each institution, ensuring a diverse representation across different grades and backgrounds. This selection was based on the premise that these students are actively engaged in learning English and could provide valuable insights into their motivational factors (Sugiyono, 2019).

3. Instrument

A questionnaire was employed as the study's instrument. There were ten questions in all, with questions 1–5 gathering data on intrinsic motivation and questions 6–10 gathering data on extrinsic incentive. Every single thing was taken from Facharaini (2017). In this study, a closed questionnaire was employed. The main tool for gathering data was a survey that was sent using Google Forms (GForm). This approach made it possible to gather and analyze data efficiently, allowing for a greater sample size while maintaining responder accessibility. The following are the questions for both intrinsic and extrinsic motivation:

Table 1. Intrinsic Motivation Questions

No.	Intrinsic motivation	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	*Saya sangat suka belajar Bahasa Inggris.*				
2.	*Belajar Bahasa Inggris penting bagi saya karena akan memungkinkan saya mengenal orang baru dari berbagai*				

	belahan dunia				
3.	*Belajar Bahasa Inggris penting bagi saya karena saya ingin mempelajari sebanyak mungkin bahasa asing.*				
4.	*Belajar Bahasa Inggris penting bagi saya karena orang yang terpelajar seharusnya bisa berbicara Bahasa Inggris.*				
5.	*Belajar Bahasa Inggris penting bagi saya agar saya bisa menjadi orang yang lebih berpengetahuan.*				

Table 2. Extrinsic Motivation Questions

No	Extrinsic motivation	Strongly Agree	Agree	Disagree	Strongly Disagree
6.	*Belajar Bahasa Inggris penting bagi saya agar saya dapat memperluas wawasan saya.*				
7.	*Belajar Bahasa Inggris wajib bagi saya karena mungkin saya akan membutuhkannya nanti (untuk pekerjaan atau studi).*				
8.	*Belajar Bahasa Inggris penting bagi saya agar saya dapat memahami film, video, TV, atau radio berbahasa Inggris.*				
9.	*Belajar Bahasa Inggris penting bagi saya agar saya dapat membaca buku, koran, atau majalah berbahasa Inggris.*				
10.	*Belajar Bahasa Inggris penting bagi saya karena saya ingin menghabiskan waktu di luar negeri.*				

Data Collection Technique

Likert-scale responses to a standardized survey questionnaire were used to gather the data in the file. This survey objective was to gauge students' views, motives, and perceptions regarding learning English. In order to capture the significance of learning English from a variety of angles, including knowledge, professional potential, and personal interests, the survey comprises a number of questions. A questionnaire that participants self-administered was used to gather the data. This method guarantees that answers are methodically documented and amenable to quantitative analysis. A Likert scale was used to score respondents' agreement with ten structured questions: *Sangat Setuju* (Strongly Agree), *Setuju* (Agree), *Tidak Setuju* (Disagree), and *Sangat Tidak Setuju* (Strongly Disagree). Participants were able to reply digitally to the survey because it was administered online through a platform like Google Forms. Students from various schools are part of the target group. The fact that each entry includes the respondents' name, class, and school suggests that the participants are most likely junior high schoolers.

The poll focuses on important facets of language learning, including students' interest in English-language media, their personal motivations, and the perceived advantages of learning English for wider chances. Students' perceptions of English as a topic related to their academic performance, future employment opportunities, or cultural interests can be determined with the use of these questions. For example, such questions might ask if students think that learning English is essential to improving in their employment, pursuing higher education, or comprehending global media. Additional inquiries could focus on their individual interests or pleasures in learning the language, which can play a big role in how engaged pupils are with the material.

Senior high school students from particular educational institutions, most often situated in a particular region, make up the majority of survey respondents. Participants' names and courses are also recorded in the questionnaire, enabling the survey to group responses according to criteria like grade or school. For the purpose of examining trends, such as whether older students or students from a certain school have different opinions about studying English than others, this demographic data may be useful. As a result, the information gathered include both quantitative data (the Likert-scale answers) and some fundamental student demographic information.

This method of data collection has the benefit of being economical and time-efficient. There are no expenses associated with printing or distributing the survey because it is conducted online, and the responses are immediately collated into digital formats for simple analysis. Additionally, by using this method, the researchers were able to gather a lot of information from a wide range of respondents, which is especially helpful when looking for trends or patterns among various demographic groups. Furthermore, the Likert scale's measurable structure makes statistical analysis simple, enabling comparisons between results from various groups, the calculation of the frequency of particular replies, and the identification of general patterns.

Nevertheless, even if the online Likert-scale survey approach is quite useful, it has drawbacks. The biggest drawback was that because the respondents were chosen for convenience (i.e., kids from particular schools), this method could result in sample bias. This might not be the opinions of all students in a larger geographic area or at various educational levels. Students from different areas or schools with distinct educational systems, for instance, could feel differently about studying English. Furthermore, because the survey was completed online, students without internet access or those unfamiliar with online survey technologies might not be included.

Response bias is yet another possible drawback of this data collection technique. Instead of expressing their actual emotions or experiences, some students might react in ways they think are socially acceptable. Positive answers may become overrepresented as a result, especially when questions address topics like the perceived value of learning English for future success. Furthermore, because the survey is anonymous and lacks open-ended questions that allow students to elaborate on their answers, it might not elicit deeper insights into the reasons behind students' attitudes toward English.

Notwithstanding these drawbacks, the information gathered can nevertheless offer insightful information about students' motives and general attitudes toward learning English. The researchers can determine important trends by examining the responses, such as if the majority of students think that knowing English is necessary for their future employment or whether they find the process of learning the language enjoyable. Additionally, comparing answers from several grades or schools can assist in identifying any notable variations in views according to age group or school setting. Additionally, the study gives educational institutions a chance to consider how English fits into their curricula. For instance, schools may think about adding more cultural and media-based content to their English curricula if the majority of students show a strong desire to study the language for the sake of global communication and cultural enrichment. Similar to this, schools may offer more relevant uses of the language, including career-oriented language workshops or vocational English classes, if students voice worries about the language's applicability in their future employment.

To sum up, this survey's data gathering procedure provides an organized and efficient means of learning about students' opinions on learning English. Although the Likert-scale structure and convenience sample method have obvious drawbacks, they offer important insights into students' attitudes and motivations regarding the language. These observations have the potential to enhance English instruction and learning in schools by influencing curriculum development and educational practices.

Data Analysis

The results of the study were evaluated through both numerical and descriptive approaches by the researcher to ensure a comprehensive analysis. The data collected from the questionnaires were processed by calculating the percentage for each question to identify patterns and trends. A four-point Likert scale was employed to assess the participants' learning levels and categorize the type of

learning exhibited. This scale provided insight into the degree of agreement or disagreement with various questions, allowing for a nuanced understanding of the subjects' experiences.

In order to supplement the numerical results, descriptive responses were thoroughly examined. The combination of these techniques provided a strong foundation for analyzing the data, allowing the researcher to make insightful deductions. This method made sure that the subjects' learning processes were recorded in both quantitative and qualitative ways, offering insightful information for further study and real-world applications.

Table 3. Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

RESULT/FINDING

Table 4. Likert Scale Rating

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	4	4
Agree	3	3
Disagree	2	2
Strongly Disagree	1	1

Table 5. Intrinsic Motivation

No.	Intrinsic Motivation	Mean	Rating of motivational level
1.	I really like learning English	4.18	High
2.	Learning English is important to me because it will allow me to meet new people from different parts of the world	4.45	High
3.	Learning English is important to me because I want to learn as many foreign languages as possible	3.91	High
4.	Learning English is important to me because educated people should be able to speak English.	4.00	High
5.	Learning English is important to me so that I can become a more knowledgeable person.	4.27	High
Total		**4.16**	**High**

The results of the survey on students' intrinsic desire for studying English are displayed in Table 1.5 above. With an overall mean of 4.16 for intrinsic motivation, the motivational level is rated as high. This suggests that pupils are often highly motivated to learn English. It is evident from each question that most students believe that learning English is crucial to their personal development. For example, Question 1's mean score of 4.18 indicates a high degree of motivation (I really like learning

English). This implies that pupils find learning English enjoyable, which is frequently a crucial sign of intrinsic motivation. Students are driven by the chance to interact with individuals around the world, as seen by Question 2's mean score of 4.45 (Learning English is important to me because it will allow me to meet new people from different parts of the world).

This demonstrates that one of the main motivations for learning English is social connection. Learning English is important to me because I want to learn as many foreign languages as possible was the third question, and it received a score of 3.91, which is likewise considered high. This implies that pupils are keen to improve their language skills, strengthening their innate drive to interact with others in different languages. With means of 4.00 and 4.27 for Questions 4 and 5, respectively, students see learning English as a component of their overall intellectual development. Question 4 asked, Learning English is important to me because educated people should be able to speak English, while Question 5 asked, Learning English is important to me so that I can become a more knowledgeable person. The significance of education and knowledge as intrinsic motivators is emphasized in these comments.

Table 6. Extrinsic Motivation

No.	Extrinsic Motivation	Mean	Rating of motivational level
6.	Learning English is important to me so that I can broaden my horizons.	2.83	Moderate
7.	Learning English is mandatory for me because I might need it later (for work or study).	2.00	Low
8.	Learning English is important to me so that I can understand English movies, videos, TV or radio.	2.03	Low
9.	Learning English is important for me so that I can read English books, newspapers or magazines.	2.07	Low
10.	Learning English is important to me because I want to spend time abroad.	2.21	Low
Total		**2.23**	**Low**

The results on extrinsic motivation for learning English are shown in Table 1.6 above, where various elements are given differing degrees of relevance. The element that received the highest rating, "Learning English is important to me so that I can broaden my horizons," had a mean score of 2.83, which is considered moderate. This implies that other incentives were rated lower even if participants valued the opportunity for personal development and increased opportunities through English. For example, the desire to travel overseas (mean: 2.21), the comprehension of English media (mean: 2.03), the reading of English-language materials (mean: 2.07), and the requirement to learn English (mean: 2.00). were all categorized as low. The overall mean score of 2.23, falling into the low category, indicates that participants' extrinsic motivation for learning English is generally limited, apart from a moderate interest in using the language to broaden their horizons. This suggests that while extrinsic factors play a role, their influence may not be as compelling as other potential motivational drivers.

The results indicate that external factor does not play an important role in the participants' English learning. Thus, it can be stated that the learners who moderately appreciate English for expanding their opportunities in relation to external motivators, including travel, media consumption, academic requirement, and access to English-language resources, have not yet experienced significant influence from these external factors. It emphasizes that external rewards or practical advantages related to English might not be prominent to contribute to learners' motivation. Therefore, instructors and curriculum designers should focus more on increasing intrinsic motivation or incorporating more contextually pertinent extrinsic rewards. Additionally, connecting English learning to students'

individual objectives, practical uses, and future ambitions can more effectively foster their motivation and engagement in acquiring the language through instructional methods.

DISCUSSION

This study underscores the pivotal role of motivation in the process of English language acquisition among students at SMK 2 Tarakan, SMAS Frater Don Bosco, and MTs Negeri Tarakan. The findings from this study align with and expand upon previous research, highlighting the central role of intrinsic motivation in students' engagement with learning English. In line with Amelia et al. (2023) "An Analysis of Students' Motivation in Learning English "who found that 75% of participants exhibited higher intrinsic motivation than extrinsic, my study also shows high levels of intrinsic motivation, with a mean of 4.16. This suggests that students are primarily driven by internal factors, such as personal enjoyment, intellectual growth, and social connection. For instance, in my study, students indicated that they enjoy learning English (mean = 4.18) and view it as a way to connect with others globally (mean = 4.45).

This finding supports the conclusion drawn by Amelia et al. that positive teaching strategies can enhance intrinsic motivation, leading to greater engagement. Moreover, Haryanti et al. (2024) A Meta-Synthesis Study on Students' Motivation and their English Achievement found a close relationship between motivation and academic achievement, and my results echo this by showing that students who are intrinsically motivated to learn English are more likely to engage deeply with the language, suggesting a positive impact on their learning outcomes. A significant distinction in the function of extrinsic motivation is also revealed by these studies. With an overall mean of 2.23, which is classified as "Low," external factors—like the requirement for English in academic or professional contexts—were less important motivators. In contrast, both intrinsic and extrinsic motives, but it did not say how strong each was. Furthermore, the observation results from Amelia et al.'s research that intrinsic motivation is the main force is supported by the present research, which shows that students are more motivated by intrinsic goals than by external ones, such as career prospects or the desire to travel overseas. Although previous study acknowledged the significance of motivation in general, compared to my study, they did not as clearly highlight the relative weakness of extrinsic factors. This implies that internal elements are more important in students' learning experiences, even though extrinsic incentive may still have some influence.

The significance of intrinsic motivation in English learning is reaffirmed by the comparison with those from Amelia et al. (2023) and Haryanti et al. (2024). It emphasizes that students are more driven by opportunities for social interaction, academic growth, and personal fulfilment than by demands or incentives from outside sources. This means that by making the learning process more interesting, significant, and applicable to students' academic and personal life, language teachers can concentrate on encouraging intrinsic motivation. It is evident that intrinsic motivation has a greater and longer-lasting effect on student engagement and accomplishment in language learning, even though extrinsic variables cannot be completely ignored.

CONCLUSION

In conclusion, the article emphasizes the critical role of motivation in English language learning among students at SMK 2 Tarakan, SMAS Frater Don Bosco, and MTs Negeri Tarakan. The findings reveal that a majority of students demonstrate high levels of motivation, which is essential for their success in mastering the English language. The most important element in learning activities is motivation. Learning objectives are difficult to accomplish without motivation since students' effort and desire have an impact on their ability to meet the objectives. Students will be inspired to learn and will be pushed to fully understand English if they receive incentive. , Based on the results of the questionnaire, the authors deduced from the previous explanation of the data that students from three distinct schools—SMK 2 Tarakan, SMAS Don Bosco, and MTs Negeri Tarakan—have higher levels of intrinsic motivation than extrinsic motivation. This study unequivocally shows that students' involvement with learning English is more influenced by intrinsic motivation than by extrinsic motivation.

The overall intrinsic motivation mean was 4.16, which is considered high and shows that students are primarily motivated by intellectual advancement, personal satisfaction, and the desire to

interact with others through language. The students' sincere interest in studying English and their perception of it as a tool for global contact and personal growth are reflected in their high degree of intrinsic motivation. However, with an overall mean of 2.23, the extrinsic incentive for learning English was comparatively low, indicating that outside influences like academic or employment requirements have less of an impact on students' decisions to study the language.

The academic and personal advantages that students identify with learning the language outweigh factors like the desire to use English for employment or study or to comprehend media. Teachers can better encourage students' long-term dedication to studying English by highlighting the benefits of language acquisition, such as enjoyment, cross-cultural interaction, and intellectual development. Although external variables are important, they shouldn't be the main focus when it comes to motivating kids, as seen by the comparatively low impact of extrinsic motivation. Rather, more meaningful and long-lasting engagement with the language can result from designing a learning environment that appeals to students' innate interests.

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