


THE FACTOR ANALYSIS OF STUDENTS' INTRINSIC MOTIVATION IN LEARNING ENGLISH

Risda¹, Andi Asri Jumiati², Uyunnasirah Hambali³

^{1,2,3}Universitas Muhammadiyah Makassar/ Jl. Sultan Alauddin No. 259, Makassar 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 15, 2022 Revised: February 11, 2022 Accepted: March 7, 2022 Published: March 15, 2022</p> <p>Keywords: Students' Motivation Intrinsic Motivation Learning English</p>	<p>The objective of this research was to find out the factors that can influence students' intrinsic motivation in learning English. This research was in descriptive quantitative method. The population of this research was the students of SMPN 2 Binongko, namely first grade. By applying simple random sampling technique, the sample of this research was 6 students from the first grade. Research instrument used for collecting the data was questionnaire. It consisted of 10 items about intrinsic motivation. The result showed that, in this research researcher analyzed factors that can influence students' intrinsic motivation in learning English by intrinsic motivation is self-confidence that is owned by each students. The data students' intrinsic motivation was 55.92% in the first grade.</p> <div style="text-align: right; margin-top: 10px;">  </div>
<p>How to cite: How to cite: Risda, Jumiati, A. A, Hambali, U. (2022). The Factor Analysis of Students' Intrinsic Motivation In Learning English. Indonesian Journal of Psycholinguistics, 1(1). Retrieved from https://jurnal.fkip.unismuh.ac.id/index.php/ijp/article/view/450</p>	
<p>Corresponding Author: Risda English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia Email: 105351100218@unismuhmakassar.ac.id</p>	

INTRODUCTION

Nowadays, learning English is common and important. Most of schools promote English classes. In fact, many parents send their children to cram schools to learn English. While students always have a lot of motivation in learning especially English. Some students think that learning English is not an easy thing.

According Siti (2017) students' skills in English are not satisfactory. In other words, lack of motivation is one of the factors of pleasure in learning that leads to concentration, so that it will affect success student learning. Students who have a high motivation in learning will be more diligent in studying than uninterested students. Therefore, the continuity and success of students is strongly influenced by the level of student's motivation in learning.

However, learning English really needs motivation. In other words, the level of student motivation can affect success or failure of students in learning English. A number of students think that English is a challenging subject and hard to understand. So that students will have high motivation, as a result these students will be enthusiastic about learning to

achieve success in academic learning English. On the other hand, some of the students think that English is a boring subject and a waste of time. This is caused by students who have low motivation in learning English. Motivation can be said to be the key that plays an important role so that success in the learning process can be achieved (Siti, 2017).

Filchenko (2018) stated that motivation is a term that describes the strength of a person's behavior and activities. Most of students have lack of motivation in learning English, because some students think that in addition to feeling bored, students also have difficulty understand the material taught by teacher. In this case, the teacher can provide motivation to students. For example with a smile sig faces, stars and praise or gifts. This can increase student motivation in learning learn English. Therefore, motivation is the main factor in the teaching and learning process.

Unfortunately, students in Indonesia experience a lack of motivation because students often feel less confident (Purnama et al., 2019). Sometimes teachers have difficulty understanding how students feel about English. So, one of the most important factors that must be met by the teacher's attention in class in addition to the material and others is student's motivation

According to Kasyulita & Armelida (2019) there are two types of motivation, namely: intrinsic motivation with extrinsic motivation. Intrinsic motivation is born to participate in learning activities for the benefit of the individual. Intrinsic motivation is a feeling of ambition that comes from within the individual to make efforts to achieve target. Intrinsic motivation possessed by students, they will display their attitude when in the room is like students feel like and happy that they have in learning English. Students will do certain activities because of feelings of love and pleasure for increase certain abilities based on their internal desires. Therefore the teacher considers intrinsic motivation is more desirable to produce better learning outcomes than extrinsic motivation.

Whereas, extrinsic motivation as related to means-ends; is trying in order to get good results in the future or avoid failure in the future (Locke & Schattke, 2019). Extrinsic motivation participate in an activity or enhance (reward or punishment) such as getting good grades, winning in competitions, making people around them happy. Of course, achieving goals has a positive impact on future benefits, but the essence of the benefits generated by the existence of motivation is the pleasure obtained by someone from the results of individual performance efforts. Extrinsic motivation is motivation that arises from support or encouragement from the closest people. For example, family (parents) or friends. When parents give more attention or praise for getting good result in learning English to a students, the student's motivation will increase. Therefore, extrinsic motivation affects students learning outcomes.

RESEARCH METHOD

This research was used descriptive quantitative method. Quantitative research involves the process of collecting and analyzing numerical data objectively which is used to

predict, describe, or control variables of interest. Quantitative research is described in numbers and graphs. It is used to test theories and assumptions. In this research, the researcher used quantitative descriptive methods to analyze data about what factors are student motivation in learning English. The result of this research was in statistic and description.

RESULT AND DISCUSSION

A. RESULT

1. The factor that can influences students' intrinsic motivation

Table 1 English lesson is the most difficult subject

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree		
2.	Agree	2	33.3
3.	Undecided		
4.	Disagree	4	66.7
5.	Strongly Disagree		
Total		6	100

Based on the table above, students in the first grade respond statement "English lesson is the most difficult subject". Results shows that 2 students or 33.3% chose agree (A), 4 students or 66.7% chose disagree (D), and none of students chose strongly agree (SA), undecided (U), and strongly disagree (SD). This shows that in the first grade the statement is a factor that can influence students' intrinsic motivation, which means that students think English lessons is difficult.

Table 2 Listening to English songs can make me excited to learn English

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree		
2.	Agree	1	16.7
3.	Undecided	2	33.3
4.	Disagree	3	50.0
5.	Strongly Disagree		
Total		6	100

Based on the table above, students respond statement "Listening to English songs can make me excited to learn English". The result shows that 1 students or 16.7% chose agree (A), 2 students or 33.3% chose undecided (U), 3 students or 50.0% chose disagree (D), and none of students chose strongly agree (SA) and strongly disagree (SD). This shows that the

statement is a factor that can influence students' intrinsic motivation, which means that students in the first grade not excited to learn English through songs.

Table 3 In English class I have the freedom to learn in my own way

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree		
2.	Agree		
3.	Undecided	1	16.7
4.	Disagree	5	83.3
5.	Strongly Disagree		
Total		6	100

Based on the table above, students respond statement "In English class I have the freedom to learn in my own way". The result shows that 1 students or 16.7% chose undecided (U), and 5 students or 83.3% chose disagree (D), and none of students chose strongly agree (SA), agree (A), and strongly disagree (SD). This shows that the statement is a factor that can influence students' intrinsic motivation, which means that every students need a fun way in learning.

Table.4 In my opinion, I prefer playing game than learning English

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree		
2.	Agree		
3.	Undecided		
4.	Disagree	5	83.3
5.	Strongly Disagree	1	16.7
Total		6	100

Based on the table above, students respond statement "In my opinion, I prefer playing game than learning English". The result shows that 5 students or 83.3% chose disagree (D), and 1 student or 16.7% chose strongly disagree (SD) and none of students chose strongly agree (SA), agree (A), and undecided (U). This shows that the statement is a factor that can influence students' intrinsic motivation in positive, which means that students prefer to learn English than playing game.

Table 4 My ability make me not confident to speak English in front of my friends.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree	1	16.7
2.	Agree	1	16.7
3.	Undecided		
4.	Disagree	4	66.7
5.	Strongly Disagree		
Total		6	100

Based on the table above, students respond statement “My ability make me not confident to speak English in front of my friends”. The result shows that 1 student or 16.7% chose strongly agree (SA), 1 student or 16.7% chose agree (A), and 4 students or 66.7 chose disagree (D) and none of students chose undecided (U), and strongly disagree (SD). This shows that the statement is a factor that can influence students' intrinsic motivation, which means that students not confident when learning.

Table 6 Reading a book such as novel, komik, etc can make me excited to learn English.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree		
2.	Agree	4	66.7
3.	Undecided		
4.	Disagree	2	33.3
5.	Strongly Disagree		
Total		6	100

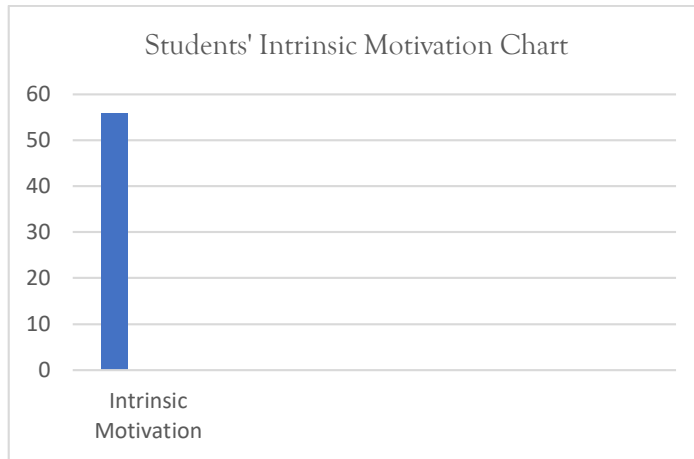
Based on the table above, students respond statement “Reading a book such as novel, komik, etc can make me excited to learn English”. The result shows that, 4 student or 66.7% chose agree (A), and 2 students or 33.3 chose disagree (D) and none of students chose strongly agree (SA), undecided (U), and strongly disagree (SD). This shows that the statement is a factor that can influence students' intrinsic motivation, which means that some students has interest to learn through reading a book.

Table 7 I feel embarrassed to ask when there is something I do not understand.

No.	Items	Frequency	Percentage (%)
1.	Strongly Agree		
2.	Agree	2	33.3
3.	Undecided	1	16.7
4.	Disagree	2	33.3
5.	Strongly Disagree	1	16.7
Total		6	100

Based on the table above, students respond statement “I feel embarrassed to ask when there is something I do not understand”. The result shows that, 2 student or 33.3% chose agree (A), 1 students or 16.7% chose undecided (U), 2 students or 33.3% chose disagree (D), 1 student or 16.7% chose strongly disagree and none of students chose strongly agree (SA). This shows that the statement is a factor that can influence students' intrinsic motivation, which means that some students feel embarrassed if they are not understand.

2. Students' Intrinsic Motivation Chart



Based on the chart, showed that the data of students' intrinsic motivation in the first grade was 55.92%.

B. Discussion

In this section, the researcher discusses the findings that have been found from the research according to the scope of this research. The discussion obtained is to determine the factors that influence students' intrinsic motivation in learning English. Intrinsic motivation includes the will of oneself, feelings of pleasure that come from oneself, and whatever comes from oneself without encouragement or coercion from others. Intrinsic motivation includes learning situations where students have real needs and goals in learning, for example the desire to be able to speak English, desire to acquire certain skills, develop an attitude of wanting to succeed (Jismulatif, 2018).

In the first grade that can influence intrinsic motivation of students, namely the self-confidence that is owned by each student. Based on the result of items sentence which states “I always feel insecure when I am asked to speak English” the students has lack of self-confidence. This is because there are some students who are not confident when the student is asked to speak or answer the English questions given by the teacher.

From the data obtained, it supported by Purnama et al., (2019) motivation is a mix between achievement with a justified desire for action, craving, and need for people so that learning objectives can be obtained towards a goal. The researcher concludes that the learning motivation of each student varies depending on the student's willingness to learn. Intrinsic motivation plays an important role in the learning process. Motivation needed by students such as praise, punishment, advice, reinforcement in the form of a touch because of strength given by the teacher to encourage student learning motivation.

CONCLUSION

Based on findings and discussions of this research. The researcher conducted research on the factor analysis of the students' intrinsic motivation in learning English. Intrinsic motivation includes such as curiosity about something, willingness to do something, and curiosity to try something. There are several factors that affect intrinsic motivation such as self-confidence, shyness, feeling afraid about something, and thinking too much about the response of people around.

REFERENCES

- Filchenko, A. (2018). Linguistic and cultural studies: traditions and innovations. In *Advances in Intelligent Systems and computing* (Vol. 677, Issue 199379). <https://doi.org/10.1007/978-3-319-67843-6>
- Jismulatif. (2018). Language Attitudes and Motivation in Learning English of Students of Physical Education of FKIP of Universitas Riau. *Universitas Riau*, 2005, 978-979.
- Kasyulita, E., & Armelida. (2019). an Analysis of Students' Motivation in Learning English After Given Rewards At the Eight Grade Students' of Smpn 3 Rambah. *JEE (Journal of English Education)*, 5(1), 23-36. <https://doi.org/10.30606/jee.v5i1.551>
- Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. *Motivation Science*, 5(4), 277-290. <https://doi.org/10.1037/mot0000116>
- Purnama, N. A., Rahayu, N. S., & Yugafiati, R. (2019). Students' Motivation in Learning English. *PROJECT (Professional Journal of English Education)*, 2(4), 539. <https://doi.org/10.22460/project.v2i4.p539-544>
- Siti, F. (2017). Siti Fachraini, An Analysis of ... AN ANALYSIS OF STUDENTS' MOTIVATION IN STUDYING ENGLISH (A SURVEY STUDY AT UIN AR-RANIRY BANDACEH) Siti Fachraini 1.