



## The Investigation of Students' Motivation in Learning English at SMAN 3 Payakumbuh

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### Abstract

This study investigates the level of motivation of eleventh grade students at SMAN 3 Payakumbuh in learning English. It also aims to identify what students need in order to increase their motivation. As motivation plays an important role in language learning, fostering desire and enthusiasm for the subject is crucial. This study used a survey method, a quantitative research type. A questionnaire with a five-point Likert scale was used to measure students' motivation. The study involved 101 eleventh grade students selected through total sampling. The results showed an average intrinsic motivation score of 3.16, which was categorized as moderate. Similarly, the mean extrinsic motivation score was 2.67, also indicating a moderate level. Based on the overall score of 2.91 and the Likert scale interpretation, showed moderate to low levels of motivation overall. To address this, this study explored potential students' needs to increase motivation. The results shows that the most preferred approach (with an average score of 3.23 of students choosing it) involved teachers incorporating various learning media such as songs, movies and English learning apps.

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## INTRODUCTION

Motivation is essential for learning English as it encourages students to study more enthusiastically. According to McDonald (2016), motivation is a change in energy in a person, marked by the emergence of feelings and driven by a response to a goal. Christiana (2009) emphasizes that motivation is a key factor in achieving important academic goals. Alizade (2016) identifies two main types of motivation:

intrinsic and extrinsic. Intrinsic motivation occurs when someone is motivated by personal satisfaction rather than external rewards. Siti (2017) explains that intrinsic motivation is fueled by an individual's inner desire to reach goals. In addition, Kasyulita and Armelida (2019) note that extrinsic motivation comes from external factors, which can also drive individuals to achieve their goals. Both types of motivation involve effort, desire to reach learning goals, and attitudes toward learning the language.

Several factors are known to influence motivation in learning English, including a student's mindset, learning environment, and most importantly, their own level of motivation. As research by Long, Ming, and Chen (2013) suggests, motivation can be either internal (intrinsic) or external (extrinsic), depending on whether it comes from the student themselves or from the people and surroundings around them. Many studies emphasize motivation as a critical factor in successful language learning. A research by Wang (2006) states that motivation is an important variable in second language acquisition, strongly linked to achievement and proficiency. Hanan (2016) adds that students' motivation is crucial for success in any subject, especially foreign languages like English. While motivation is not the only factor contributing to language achievement, it is vital. Without motivation, students lack the enthusiasm needed to learn English.

Preliminary research conducted by the researcher at SMA N 3 Payakumbuh over a month suggests that students especially eleventh-grade students might not be aware of their motivation or have issues with their motivation and practicing English. Some students did not take the lessons seriously, often excusing themselves by saying they needed to go to the restroom or felt unwell. This resulted in poor attendance in English class. Second, students' lack of interest in English was also observed. This was evident from their low enthusiasm and participation during the lesson. In addition, some students were found to submit assignments late. Interviews with teachers conducted by the researcher, indicated that students may not be aware of their own motivation levels, which could explain their lack of enthusiasm. This is reinforced by their low participation in English learning activities. In conclusion, it indicates that many students struggle with motivation and consistent practice in their English learning.

This study focuses on understanding the motivation levels of eleventh graders at SMA N 3 Payakumbuh for learning English. It also aims to identify some the students needed that can help students become more motivated learners. The research question asks: What is the current level of motivation for learning English among eleventh graders at SMA N 3 Payakumbuh for the academic year 2024/2025, and what are the students needed to improve their motivation in the classroom?

## **RESEARCH METHOD**

The study aimed to investigate the motivation levels of eleventh-grade students at SMA Negeri 3 Payakumbuh in learning English. The researcher used a survey method with a questionnaire as the tool. A descriptive qualitative methodology was employed. The study included all 101 students in the population using a total sampling

technique. The questionnaire had 28 statements, and students responded by choosing one of four options: strongly agree, agree, disagree, and strongly disagree.

## RESULT AND DISCUSSION

### Research Finding

#### 1. The students' motivation in learning English

The questionnaire was designed to address the first research question: students' intrinsic motivation for learning English. It was administered to all 101 students, who responded by choosing from four options: strongly agree, agree, disagree, and strongly disagree. The 28 statements focused on two main areas: intrinsic and extrinsic motivation. Additionally, questions explored student needs for improving their English learning experience

##### a. The students' intrinsic motivation in learning English

The first part of the questionnaire focused on students' internal desire to learn English, also known as intrinsic motivation. This section included 10 valid statements, and the results are shown in the table below.

**Table 7 Students Intrinsic Motivation In Learning English**

No	Statement	N (%)				Mean	Category
		SA	A	D	SD		
1	I do not understand the future benefits of learning English	0 0%	5 5%	34 33,7%	62 61,4%	3,56 89%	Moderate
2	I do not think English is very important for my daily life	3 3%	9 8,9%	38 37,6%	51 50,5%	3,35 84%	Moderate
3	I find learning English to be an enjoyable challenge.	26 25,7%	64 63,4%	9 8,9%	2 2%	3,12 78%	Moderate
4	English class is something I always look forward to with enthusiasm	15 14,9%	66 65,3%	17 16,8%	3 3%	2,92 73%	Moderate
5	Studying English will broaden my view	48 47,5%	50 49,5%	1 1%	2 2%	3,42 86%	Moderate
6	I learned English because I wanted	26 25,7%	60 59,4%	12 11,9%	3 3%	3,07 77%	Moderate

	to understand other cultures						
7	I'm learning English because I want to challenge myself	28 27,7%	60 59,4%	13 12,9%	0 0%	3,14 79%	Moderate
8	I find English lessons to be enjoyable and engaging due to the variety of fun materials and activities	20 19,8%	65 64,4%	14 13,9%	2 2%	3,01 75%	Moderate
9	Learning English is a hobby for me	9 8,9%	58 57,4%	29 28,7%	5 5%	2,70 68%	Moderate
10	It feels good when I can speak English better than other students.	46 45,5%	44 43,6%	9 8,9%	2 2%	3,32 83%	Moderate
	<b>Average</b>	22,1 43,74%	48,1 95,26%	17,6 17,43%	13,2 13,09%	3,16 79,2%	Moderate

The results for the first part of the questionnaire, which looked at students' intrinsic motivation, showed a moderate score of 3.16. This means that almost 80% of students (79.2%) fell into the "moderate motivation" category. Breaking it down further, over 43% (43.74%) strongly agreed with the statements about intrinsic motivation, while another 51.5% (95.26%) agreed. Only a small portion of students disagreed (17.43%) or strongly disagreed (13.09%) with the statements. Overall, this suggests that most eleventh graders at this school have a moderate level of intrinsic motivation for learning English.

#### b. The Students' Extrinsic Motivation in Learning English

The next part of the questionnaire looked at students' extrinsic motivation. This section included 8 statements, and the results are shown in the table below:

**Table 8 Students Extrinsic Motivation In Learning English**

No	Statement	N (%)				Mean	Category
		SA	A	D	SD		

11	I feel bored when the material is presented in a monotonous lecture format.	12 11,9%	44 43,6%	32 31,7%	13 12,9%	2,54 64%	Moderate
12	I aspire to work in a position where I can utilize English	18 17,8%	41 40,6%	35 34,7%	7 6,9%	2,69 67%	Moderate
13	Since everyone else is studying English, I am doing the same.	15 14,9%	65 64,4%	19 18,8%	2 2%	2,92 73%	Moderate
14	I believe people would admire me if I can speak English	14 13,9%	46 45,5%	37 36,6%	4 4%	2,69 67%	Moderate
15	I study English because teachers advise me to work hard at it.	6 5,9%	65 64,4%	24 23,8%	6 5,9%	2,70 8%	Moderate
16	I feel concerned about how my parents will react if I don't study English.	8 7,9%	42 41,6%	44 43,6%	7 6,9%	2,50 63%	Moderate
17	My teacher would be upset if I struggled with English	5 5%	31 30,7%	44 43,6%	21 20,8%	2,19 55%	Low
18	I study English to succeed in exams	32 31,7%	55 54,5%	12 11,9%	2 2%	3,15 79%	Moderate
	<b>Average</b>	13,75 13,62%	48,62 48,16%	30,87 30,58%	7,75 7,67%	2,67 67%	Moderate

An analysis of Table 6 reveals that only one statement aligns with low motivation. The remaining seven statements all suggest a moderate level of motivation based on external factors (extrinsic motivation). The average score for extrinsic motivation questions was 2.67 (67%). This score indicates that the students exhibited a moderate level of extrinsic motivation in learning English.

Table 9 summarizes the intrinsic and extrinsic motivation levels of eleventh-grade students at SMAN 3 Payakumbuh.

**Table 9 The Level Between Students' Intrinsic and Extrinsic Motivation**

Motivation	Mean	Category
Intrinsic motivation	3,16 79,2%	Moderate
Extrinsic motivation	2,67 67%	Moderate
Total	2,91 73,1%	Moderate

The data shows that the average intrinsic motivation (79.2%) is higher than the average extrinsic motivation (67%). Overall, the eleventh-grade students' average motivation level for learning English is 2.91 (73%), which falls into the moderate category.

## 2). Students' Needs and Solutions in Learning English

The last part of the questionnaires focused on what students need to improve their English learning. It included 10 questions, and the results are shown in the table below.

**Table 10 Students' Needs To Improve Their Motivation In Learning English**

No	Statement	N (%)				Mean
		SA	A	D	SD	
19	I need my teacher to explain to me the benefits of learning English now and in the future	24 23,8%	63 62,4%	9 8,9%	5 5%	3,04 76%
20	I need the teachers to provide more opportunities to practice speaking English in class, such as presentations and debate activities	24 23,8%	57 56,4%	16 15,8%	4 4%	3 75%
21	I need the teachers to use a variety of learning media, such as songs, movies, and English learning apps	34 33,7%	58 57,4%	8 7,9%	1 1%	3,23 81%

22	I need the teacher to give assignments that require using English in everyday life, such as keeping an English journal or blog	8 7,9%	50 49,5%	39 38,6%	4 4%	2,61 65%
23	I need the teacher to provide more detailed and constructive feedback on students' English assignments and exercises	18 17,8%	68 67,3%	10 9,9%	5 5%	2,98 75%
24	I need to participate in additional English courses outside of class hours	8 7,9%	22 21,8%	56 55,4%	15 14,9%	2,22 56%
25	I need to use English learning apps to help me study outside of class	27 26,7%	54 53,5%	17 16,8%	3 3%	3,03 76%
26	I need to watch English movies and TV shows with Indonesian subtitles to improve English vocabulary	33 32,7%	59 58,4%	6 5,9%	3 3%	3,20 80%
27	I need to read English books and articles to improve students' reading ability	16 15,8%	59 58,4%	23 22,8%	3 3%	2,87 72%
28	I need to look for friends to practice English to improve students' conversation skills	22 21,8%	68 67,3%	11 10,9%	0 0%	3,10 78%
	<b>Average</b>	21,4 21,19%	55,8 55,24%	19,5 19,29%	4,3 4,29%	2,92 73,4%

The survey results suggest that students generally understand what they need to boost their motivation for learning English. As shown in the data table, most students strongly agreed with all the statements about increasing motivation. Statement 21, which emphasizes the use of diverse learning materials like songs, movies, and English learning apps, received the highest agreement (mean score: 3.21). The second most popular choice was statement 26 (mean score: 3.20), suggesting that students find watching English movies and TV shows with subtitles helpful for improving vocabulary. This is likely because it makes learning more enjoyable and less like a chore. Finally, statement 28, which highlights the importance of finding friends to practice English and improve conversation skills, was the third most agreed-upon statement (mean score: 3.10).

The fourth highest scores are found in statement number 19, where students expressed the need for teachers to explain the current and future benefits of learning

English, with an average score of 3.04. Statement number 25 also received the same average score, highlighting that student want English learning apps to help them study outside the classroom. The fifth highest scores are in statement number 20, with students needing more opportunities to practice speaking English in class, like presentations and debates, with an average score of 3. Statement number 23, which also scored 3, shows that students need teachers to provide more detailed and constructive feedback on their English assignments and exercises. These are the top five needs that student identified to boost their motivation for learning English.

### ***Discussion***

The purpose of this study is to determine the level of motivation among eleventh-grade students at SMA N 3 Payakumbuh in learning English, identify the most dominant type of motivation, and understand what students need to boost their motivation. To answer these questions, a questionnaire was used to collect data. Three research questions are addressed in this study.

The first questionnaires assessed the motivation level of all 101 eleventh graders at SMA N 3 Payakumbuh. While the results showed differing levels of motivation among students, no one scored in the "low" category. This aligns with Mahadi and Jafari (2017) research on student motivation diversity. Overall, the average score indicated a moderate level of motivation for learning English. Therefore, the eleventh graders at SMA N 3 Payakumbuh can be characterized as having moderate motivation, similar to the findings of Zuniarti, Salam, and Arifin (2015) who observed moderate to low motivation in ninth graders at SMPN 2 Pontianak.

The questionnaires results revealed that both intrinsic and extrinsic motivation levels among the eleventh graders were moderate. However, a closer look showed that intrinsic motivation had a slightly higher average score compared to extrinsic motivation. This suggests that intrinsic motivation is the dominant type for these students. This finding aligns with other studies, such as Fachraini (2017) who found students were more driven by internal desires than external factors. In simpler terms, the eleventh graders seemed to have a stronger personal interest in learning English than being motivated by rewards or grades. Similar results were reported by Ayu and Prastyo (2023) found that students at the University of Bandar Lampung's language laboratory were highly motivated to learn English, with a stronger focus on intrinsic motivation. In addition, Subakthiasih & Putri (2020) study also revealed that intrinsic motivation was higher than extrinsic motivation among first-semester English students at Mahasaraswati Denpasar University during the COVID-19 pandemic. Shaikholeslami (2006) explains intrinsic motivation as an internal drive. Students might be intrinsically motivated to learn English because they enjoy it, find it interesting, or want to connect with native speakers and the wider world through this international language.

Having analyzed student motivation, the study then focused on identifying their needs for improvement. The survey results revealed strong agreement (almost all eleventh graders) on the importance of teachers using diverse learning materials like songs, movies, and English learning apps. This aligns with research by Lau & Warschauer (2009) who found students enjoy using mobile apps and online tools for practicing English because they offer flexibility, convenience, and personalized



learning, all of which can boost motivation. Similarly, Azis (2020) highlights the potential of these digital resources, including music and movie apps, to enhance motivation due to their independent, flexible, and modern nature. Meanwhile, the student need identified was watching English movies and TV shows with Indonesian subtitles. This strategy leverages familiarity, as suggested by Lévesque (2013). Students encounter a mix of known and new words throughout the movie, with new vocabulary being repeated. Movies are also advantageous because they combine visuals (pictures), sounds, and written words, creating a multi-sensory learning experience. Supporting this, Hestiana and Anita (2022) found that watching movies with subtitles can improve students' understanding of English pronunciation and grammar due to exposure to both spoken and written language.

Students also need to engage in English conversation with friends to enhance their speaking skills. This aligns with research by Harmer (2001) who suggests that speaking naturally occurs through communication between people. Similarly, Suparman (2017) highlights the effectiveness of practicing English conversations with friends for language learning. The survey also revealed that students value teachers explaining the present and future benefits of learning English. This aligns with research by Andayani (2022) who emphasizes the importance of English for future careers, as many large companies require it. Similarly, Putra (2020) highlights the significant current benefits of English, including its role in education, business, and technology. Effective teaching methods can help students develop valuable communication skills (writing, speaking, listening, and reading) that are highly sought-after in today's job market, further demonstrating the importance of learning English. Finally, students expressed a need for more opportunities to practice speaking English in class through activities like presentations and debates. This aligns with research by Suban (2021) who suggests that incorporating practical activities like dialogues, debates, presentations, role plays, and storytelling can effectively boost student motivation in English learning. It's important for teachers to select activities that match student proficiency, learning goals, and available resources to maximize their effectiveness. Supporting this, Zare and Othman (2015) found that students value class debates and presentations as learning tools. These activities were reported to help students improve their grasp of English materials, build confidence, overcome stage fright, and develop teamwork skills.

Based on the explanation above, eleventh-grade students at SMA N 3 Payakumbuh show a moderate level of motivation in learning English. Therefore, the conclusion drawn is that to further enhance students' motivation, several steps can be taken: firstly, teachers should utilize various learning resources like songs, movies, and English learning apps. Secondly, students should watch English movies and TV shows with Indonesian subtitles to improve their vocabulary. Thirdly, students should seek out friends to practice English and enhance their conversational skills. Fourthly, teachers should explain the current and future benefits of learning English to students. Lastly, students need more opportunities in class to practice speaking English, such as through presentations and debates, facilitated by teachers. These strategies aim to increase student engagement and activity, thereby boosting their motivation effectively.

## **CONCLUSION**

Motivation is essential for successful learning, impacting a student's effort and ability to achieve goals. This is particularly true for foreign language learning, where motivation fuels student enthusiasm and drives effective learning. The study's findings, as discussed in the previous chapter, concluded that eleventh graders at SMA N 3 Payakumbuh exhibited moderate to low overall motivation for learning English. Analyzing the data revealed a moderate level of intrinsic motivation (mean score: 3.16 or 79.2%) compared to extrinsic motivation (mean score: 2.67 or 67%). This indicates that intrinsic motivation is the dominant type for these students, further supported by a significant difference of 1036 points in the total scores. Therefore, students' primary driver for learning English is their internal desire to fulfill personal needs. The research suggests several students needs to improve student motivation such as utilizing various learning materials like songs, movies, and English learning apps, watching English movies and TV shows with Indonesian subtitles to improve vocabulary acquisition, finding friends to practice speaking English and enhance conversational fluency, having teachers explain the current and future benefits of learning English, providing more opportunities for student participation in class activities like presentations and debates, which can improve speaking skills. By implementing these strategies, teachers can create a more engaging learning environment and ultimately enhance student motivation for learning English.

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