AN ANALYSIS OF STUDENTS' MOTIVATION IN LEARNING ENGLISH ON FIRST GRADE AT SMAN 1 BANUHAMPU

A THESIS

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ABSTRACK

Suci Rama Nisa. 2317051 "An Analysis of Students' Motivation in learning English at First Grade of SMAN 1 Banuhampu." A Thesis, Stated Islamic University (UIN) Bukittinggi, 2024.

This research was conducted because there were several problems related to students' motivation in learning English in the classroom. Based on the preliminary research that has been done there are several problems found that students feel embarrassed when speaking in front of the class using English. Coupled with the students' lack of vocabulary, it makes it difficult for them to speak using English. Some students are not motivated to communicate using English in the classroom. Most students are silent when learning and speaking English in class, and some students do not participate in class discussions because their lack of vocabulary makes them not confident to speak English. Thus, this study aims to find out the factors that cause students to have low motivation in learning English. This research was conducted at SMAN 1 Banuhampu.

The design of research are narrative inquiry. The infprmant of this research were an English Teachers and the students who had low motivation in learning English. To collect the data, this study used observation, interview to the English teacher and the students who have low motivation in first-grade as informants. This study used purposive sampling to obtain the sample. Then, the researcher used purposive sampling to get the interview sample. There was one English teacher interviewed in this study.

The are some factors the students had low motivation in learning English,they wereLack of enthusiasm and passive behavior in learning English, lack of confidence creates a detrimental cycle of low motivation and engagement, making it difficult for students to fully participate and benefit from the lesson. Finally, students' lack of engagement reduces their sense of responsibility and ownership of their learning. Students often wait for answers from peers rather than attempting tasks independently.

Keywords: Learning English, students motivation.

ABSTRAK

Suci Rama Nisa. 2317051 "Analisis Motivasi Belajar Siswa dalam Pembelajaran Bahasa Inggris di Kelas X SMAN 1 Banuhampu". Skripsi, Universitas Islam Negeri (UIN) Bukittinggi, 2024.

Penelitian ini dilakukan karena ada beberapa masalah yang berkaitan dengan motivasi siswa dalam belajar bahasa Inggris di kelas yaitu siswa merasa malu ketika berbicara di depan kelas menggunakan bahasa Inggris. Ditambah lagi dengan minimnya kosakata yang dimiliki oleh siswa, sehingga menyulitkan mereka untuk berbicara menggunakan bahasa Inggris. Beberapa siswa tidak termotivasi untuk berkomunikasi menggunakan bahasa Inggris di dalam kelas. Sebagian besar siswa diam ketika belajar dan berbicara bahasa Inggris di kelas, dan beberapa siswa tidak berpartisipasi dalam diskusi kelas karena kurangnya kosakata membuat mereka tidak percaya diri untuk berbicara bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengetahui faktor-faktor yang menyebabkan siswa memiliki motivasi yang rendah dalam belajar bahasa Inggris. Penelitian ini dilakukan di SMAN 1 Banuhampu.

Jenis penelitian ini adalah penyelidikan naratif. Untuk mengumpulkan data, penelitian ini menggunakan observasi, wawancara dengan guru bahasa Inggris dan siswa yang memiliki motivasi rendah di kelas satu sebagai informan. Penelitian ini menggunakan purposive sampling untuk mendapatkan sampel. Kemudian, peneliti menggunakan purposive sampling untuk mendapatkan sampel wawancara. Ada satu guru bahasa Inggris yang diwawancarai dalam penelitian ini.

Kurangnya antusiasme dan perilaku pasif dalam belajar bahasa Inggris, kurangnya rasa percaya diri menciptakan siklus yang merugikan yaitu motivasi dan keterlibatan yang rendah, sehingga sulit bagi siswa untuk berpartisipasi penuh dan mendapatkan manfaat dari pelajaran. Akhirnya, kurangnya keterlibatan siswa mengurangi rasa tanggung jawab dan kepemilikan mereka terhadap pembelajaran mereka. Siswa sering kali menunggu jawaban dari teman sebaya daripada mencoba mengerjakan tugas secara mandiri

Kata kunci: motivasi siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English in Indonesia has become commonplace, especially since English has become a compulsory subject in schools, starting from junior high school to college and even some elementary schools have taught English lessons to their students. Learning English cannot be separate from motivation stated by Siti Fachrani (2017). Motivation is the most significant thing in the English learning process. When learners have it in the English learning process, they will more understand the material. Some students feel English is a difficult subject and hard to study but if he/she has high motivation they will try to get success in Learning English.

In learning English, the students have different difficulties and problems. They can make different mistakes in English, pronunciation, grammar, and vocabulary use. It influences students' motivation in learning the English Process. Some students find it very difficult to study, but they have the motivation to study hard for good achievement. The teacher must have ideas to build the students' motivation to learn English because motivation is an important factor in the success of learning English. Motivation is not only important because it is a factor that causes learning, but also facilitates learning English. Good motivation in learning is given by

the teacher or other things will produce good achievement also. It means that by making an effort with motivation basically, the students will create good behavior.

Motivation affects the activity. Without motivation, the goal of learning is difficult. By having motivation students will be enthusiastic in learning, so they will be pushed to study English well. As mentioned by Haykaleng, Nair, & Khrishnasamy (2016) motivation is regarded as an important component to make students succeed in their English learning. The teacher should be aware of the significance of motivation in learners' language learning and through some changes that can help learners increase their motivation (Alizadeh 2016). Motivation from students in Indonesia is still low degree because sometimes they lack confidence in journal Neng Aprilia Purmama (2019). So, it is useful to help the reader especially the teacher to discover how big the students' motivation are and to know about their reason for it. Because, without a desire to learn, it is very difficult for learners to gain effective learning (Alizadeh 2016).

Their motivation can be distinguished into types of motivation, those are : Integrative Motivation,Integrative motivation is the condition when the learners want to learn the target language so they can better understand and get to know the people who speak the language and mix up in their culture (Rahman 2014). Instrumental Motivation,Instrumental motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group (Alizadeh 2016).Teachers should support the learners to figure out the motivation and also to search for their own motivational processes.

Motivation in this research points to attracting students. The reason can be from the student's intrinsic motivation and extrinsic motivation.

Intrinsic Motivation,Hayikaleng, Nair, & Krishnaamy (2016 stated that intrinsic motivation in language learning refers to motivation involved in an activity because the activity is enjoyable and interesting to the part. The person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here pupils are enticited by their intrinsic motivation, they study English because of their internal urge. Extrinsic Motivation, Hayikaleng, Nair, & Krishnaamy (2016 define extrinsic motivation refer to a performance that an individual performs in order to gain a reward such as good grades to increase salary, or alternatively to avoid punishment. Here pupils learning English are encouraged by their external eagerness, such as looking for a job, doing examinations, and so on.

Asvio (2017) Learning Motivation can be seen through indicators: desire and wish to succeed, the encouragement and need to learn. The hopes and aspirations of the future, the appreciation of learning, the existence of interesting activities in learning, and the existence of a conducive learning environment. Nasution The function of learning motivation is the following: Motivation gives spirit to a student in learning activities, action of motivation are as a selector in which someone wants to do it, and motivation gives a way in behavior.

Based on preliminary research conducted interview and observation on 26 September 2023, 3 October 2023, 5 October 2023, 24 October 2023, 25 & October 2023 in SMAN 1 Banuhampu west Sumatera, The interviewed an English teacher

and the first-grade students it was found that the teacher she taught four classes with a total of 144 students. The researcher interviewed 30 students' from 144 students. this research focuses on the students' motivation.

Based on interviews and observation it was seen that during the learning processs the researcher found a problem. First, the students lack of motivation it was know by observed 4 classes. From the 4 classes, the teachers still dominant explain the material in front of the class than the students. the students had low enthusiasm for learning English. The students still afraid to talk because they was afraid to make mistake and did not confidents to speak English. Some students seemed not interested in learning English,it can seen by their passive participants in the English class. The students had difficulties to answer the teachers' question in English language because they lackof vocabulary. This data is corroborated by interviews with the first grade students and observation in the classroom. Most of the 30 students interview they are state it difficult to understand English because there is still beliefe that English is difficult subject. They are stated that because of the lack of knowledge about vocabulary and grammar to arrange the words to speak. some students feel bored in the learning process. The researcher know it by the students' gesture and participation when the lesson starts until it ended.

Based on the interview and observation, from 144 students the researcher was interview 30 students in X class, 17 students stated that they are less motivation in learning English because of several things such as; The lack of interesting media, the

students feel tired because of the schedule at the end of the class,the students had less participation in English learning and teaching process. In addition, it is supported by interview with an English teacher. The teachers stated, the students tend to be more passive when they studied individually during the teaching and learning processes, sometimes the teachers provide the students to learn by a group.

Based on the situation, it was clear that most of the students have a problem with their motivation and practicing their English. From the background above, the researcher conducting research by the title "An Annalysis Students' Motivation in Learning English This research will focus on the factors of students' low motivation in learning English in SMAN 1 Banuhampu"

B. Identification of the Problem

Based on the background above, there is a problem that could be identified they are:

The problem could be seen as follows:

1. Some of the students were not motivated to communicate in English in the classroom.
2. Most of the students just kept silent while learning and speak English in the classroom.
3. Some students had less participation while discussing in the classroom using the English language.

The focus of this research about students' motivation to learn English.

C. Research Question

The problem in this research can be formulated as follow: What are the factors that influence students' low motivation in learning English?

D. Purpose of the Research

Based on the research question mentioned above, the purposes of the study is "to find out what factors that influence the low motivation of students at SMAN 1 Banuhampu.

E. Significance of the Problem

The results of this study to give both theoretical and practical benefits. Theoretica Significants, This study provides information related to the students' motivation in learning English. Practical Significants, Motivation has been the subject studied by many researchers over the years. Therefore, this study is expected to contribute knowledge about students' motivation in learning English. Theoretically, the result of this study is expected: to know the factors that influence students' low motivation in learning English at SMAN 1 Banuhampu, and than, it consists of three objects, practically. They are the students, teachers, and researcher

1. For the students

   The result of this research gives information about the type of motivation intrinsic and extrinsic motivation that affect their learning English. Why when they know the importance of motivation in their learning? They would build their motivation by themselves.

2. For the teacher

   The result can be used as feedback to improve his or her teaching to improve the student's motivation to learn English. so, they get good achievements in English subjects.

3. For the researcher

   The results of this study are expected to a provision to help educators in the future to increase their knowledge and experience, and the researcher understand students' intrinsic and extrinsic motivation in learning English.

F. Definition of the key terms

In other to avoid confusion in understanding the title of this thesis, the research needs to explain some terms use in this research need to be defined as follows:

1. Motivation, Motivation in this research refers to reasons for engaging students in learning English.
2. Intrinsic motivation, Intrinsic motivation comes from the individual
3. Extrinsic motivation, Extrinsic motivation is the result of any number of outside factors, for example, the hope of financial reward or the possibility of future travel.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the research describes the general review that relates to students' motivation in learning English. The main point will be discussed below.

A. Review of related Theories

1. The Nature of Motivation

a. Definition of motivation

Motivation is a key concept to success in learning. The student who has high motivation would do their best in learning even though the materials were difficult. On the contrary, the student who has low motivation would get bored and be indifferent to learning even though the materials given were so easy. In line with this, this study tried to investigate students' motivation in learning English, and whether they had intrinsic or extrinsic motivation.

The term motivation comes from the motive which can be interpreted as the power contained within the individual (Rukminto 2018). Motivation is very important in the language learning process. Motivation is essential for success. The word motivation is accepted in most fields in learning that motivation is essential to success. We need motivation when we have to do something to succeed. Without such motivation, we will inevitably fail to make the necessary effort. There

are many factors that depend on motivation, such as motivation is very influential in learning English. When learners are not motivated, they will not take risks in learning English or even pay attention to learning it (Ebta 2008).

To develop an understanding of motivation we must know about the means of motivation, type, sources, role, and theories of motivation. Motivation is the values that influence individuals to achieve specific things according to individual goals. Motivation can be defined as the drive of individuals to take action because they want to do so, if individuals are motivated they will make positive choices to do something because it can satisfy their desire. There are various definitions of motivation from many psychologists. We have to understand what motivation is about to know and understand it.

"Motivation is something that can, like self-esteem, be global, situation or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motivation of the learner" (Brown 2007). Motive cannot be observed directly, but can be interpreted in their behavior, in the form of simulation, encouragement, or power generation for the emergence of a certain behavior. Djiwandono said "Motivation is the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning

activities so that the goals desired by students can be archived. According to Nasution (2000), Motivation gives spirit to students in learning activities, the action of motivation is a selector in which someone wants to do it, and motivation gives a way in behavior. Wingkel in Salami (2019) stated "Motivation is a stimulus that is found in a person to carry out activities to achieve the goal.

The conclusion of the above-mentioned text is that motivation is a key concept to achieving success in learning. A study was conducted to investigate students' motivation in learning English, and whether they have intrinsic or extrinsic motivation. Motivation is the drive that influences individuals to achieve certain goals according to the individual's own goals. It is essential in the language learning process because, without sufficient motivation, students will tend not to take risks or even not pay attention to their learning. Motivation can be defined as an individual's drive to act because they want to do so. If the individual is motivated, they will make a positive choice to do something because it can satisfy their desire. Motivation can be intrinsic or extrinsic, which refers to whether the drive comes from within the individual or from outside. It is also important to understand the various motivation theories to better understand the concept.

So according to the experts' explanation, the researcher concluded that motivation is an influential factor in learning English. Without motivation, the goal of learning is hard to achieve because the students' effort and desire affect the learners in achieving the learning goals. By getting motivation students will be spirited in the learning process, so they will be shoved to comprehend English well.

b. Types of Motivation

The motivation was separated into two main that are intrinsic motivation and extrinsic motivation, we will discuss them as follows:

1) Intrinsic Motivation

The term "intrinsic motivation" describes a student's innate drive or desire. It entails doing something because it makes you happy, fulfilled, or personally interests you rather than because you want to get anything out of it. Every time students act out of self-satisfaction, they are engaging in intrinsic motivation. The topic of reward impacts on intrinsic motivation is significant only when the incentive is introduced to an activity for which there is intrinsic motivation initially, as intrinsic motivation is relevant to tasks that individuals find engaging. This fall is undoubtedly a serious issue because intrinsic motivation demonstrates how higher levels are linked to improved performance, more optimistic attitudes, and

more creativity. Thus, creativity benefits from intrinsic motivation and is virtually always harmed by extrinsic incentives (Benabou & Tirole, 2013).

In Learning English the students have two motivations that are intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within an individual. Person might be motivated by the enjoyment of the learning process or desire to make themselves feel better (Harmer 2007). 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 intrinsic will motivate the students to work on a math equation, for example, because it is enjoyable. Another example of intrinsic motivation would be reading a book because you are enjoy reading and have an interest in the story. It means intrinsic motivation is the act of doing something without any obvious external reward. Intrinsic motivation is the natural tendency to seek out challenges as a pursue personal interest and exercise capabilities. When the students have an intrinsic motivation. they

will show their attitude in the classroom such as they went to learn English because of interest and enjoy to learn it.

According to Gage and Berliner (2007), they said that intrinsic motivation can be found such as in learners' interests, need, hobby, and goal in learning English. So according to the experts' explanation about intrinsic motivation the researcher concludes that intrinsic motivation by Gage and Berliner that is have the same that intrinsic motivation comes from within a person. There is a drive from within to achieve a goal.

a. Interest

Interest can refer to the selection of stimuli for attending to something. Interest is an important thing in the teaching-learning process. In the learning process, interest can affect the quality of achievement of students' outcomes in a particular field of study. According to Hardani (2021), interest is related to the style of motion that encourages a person to face or deal with people, objects, activities, and experiences stimulated by the activity itself. Great interest in the field that he likes will ultimately make students focus more attention and time to be more active in achieving the best achievements.

Interest will become a motivational force that, as a strength encourages somebody to learn. If the students have an interest in a particular subject, it will be easier for students to develop their abilities optimally in the lesson. But if the students are forced to study a field that he is not interested in, the students will face many obstacles, so that the learning results are not optimal and maybe the students will experience failure in learning.

b. Need

Specifically, need refers to the autonomy for individuals to decide their behavior and engage in activities of their own choice. need is described as an individual's striving or need to experience a sense of accomplishment, achievement, or success. Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state, or any other thing. It means that need is a condition in which something is essential (Zhang et al., 2014). The characteristics of the three types of needs are:

(1) The need for achievement involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

(2) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.

(3) Need for power, power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.

c. A hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time, so a hobby is an activity that is done because you like it and not because you have to. Everyone certainly has a hobby to fi spare time to be more useful. The hobby itself is a routine activity: "reading with all attention" as opposed to "preoccupations with which had become mindlessly infatuated merely to kill time." A hobby regulates and routineizes personal free time and emasculates the working-class male while also treating as important and consequential what is only a reproduction or simulation of "real work" (Shove et al., 2020).

d. Goal

The learner is very aware of the goal of the learning or of specific learning activities and directs his efforts toward

achieving team. All individuals who will do something certainly have a goal. Goals govern actions, organize our daily schedules, and bring disparate, seemingly unconnected aspects of our conduct together. In addition to integrating emotional, cognitive, and behavioral processes, goals support the interactionist understanding of the individual-environment connection that the behavioral formula demands as a necessary prerequisite for a thorough psychological study (Chung, 2016).

2) Extrinsic Motivation

Extrinsic motivation are motive and function of there is simulation from the outside. "Extrinsic Motivation is that which drives from the wish to learn for its own sake or interest in task" These come from the teacher, parents, and environment. Extrinsic motivation originates from sources external to the person. When learning is done for incentives—like grades or praise—that are not directly related to the learning process, or when learning or doing well becomes required to receive those benefits, then learners are extrinsically motivated (Chiew & Poh, 2015).

a) Teacher

A major factor in the continuation of students' motivation is the teacher. The teachers have an important role in the learning

process. The teacher is not only for the person who transfers the knowledge but also as a motivator for the students (Viera Valencia & Garcia Giraldo, 2019).

b) Parents

Apart from the culture of the world around the students., their attitude to language learning will be greatly affected by the influence of people who are close to them. Parental beliefs about specific tasks and activities, achievement standards across domains, expectations of their children's ability and success, perceptions of task difficulty, causal attributions for children's performance, expectations of their children's ability and success, and beliefs about external barriers to success and strategies to overcome them are all thought to be significant for children's motivation and interest. Since it has been demonstrated that these views are connected to kids' interests, we concentrate on children-specific parental ability and difficulty beliefs as well as task-specific value beliefs in this section (Malle et al., 2015).

c) Environment

Outside any classroom, there are attitudes to language learning and the English language in particular. Learning English is important to be considered in society. Students may gain

> an advantage from the surroundings in their educational environment. To produce workers later on, the educational process in schools strives to equip students with competence in cognitive (knowledge); emotional (attitudes and values); and psychomotor (skills). Both favorable and unfavorable physical environment factors have an impact on student accomplishment; in loud, unclean, or too heated environments, learning is less successful. However, a quiet, tidy, cool, and airy environment will support improved learning concentration (Bestoon Othman, 2021).

Harmer (2007) stated that extrinsic motivation is the result of any number of outside factors. For example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Learners are prone to have external factors to motivate them to do something. Praise winning a trophy, awards. Extrinsically motivated learners will say things like "I need to learn English to get a good job. Another example, students may dislike an assignment, 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 students motivated in order for him or her to put forth the effort to do well on a task.

According to the experts, the research concludes that Extrinsic Motivation is the motive that comes from the outside of a person. Such as encouragement from family, gifts, and punishment. Extrinsic motivation is a compulsion to achieve a goal. So students who have Extrinsic motivation in learning English. It mean the difference between intrinsic and extrinsic is: intrinsic motivation involves doing something because it's personally rewarding to you, while Extrinsic motivation involves doing something because you want to earn a reward or avoid punishment.

c. The function of Motivation

Motivation is an important thing in learning, the functions of motivation are: First, Motivation gives spirit to a student in learning activities. Second, The action of motivation is as a selector in which someone wants to do it. and Motivation gives a way to behavior

According to Sardiman explain that the function of motivation is: The First, Encourage humans to do something. Motivation is the driving force of every activity that is done. Second, Determines the direction of action towards the goal to be achieved. and Third, Selecting action. Motivation determines what actions must be done that are harmonious to achieve the goal, by setting aside actions that are not beneficial to the goal.

Meanwhile. According to Syaiful Bahri Djamarah motivation has the following functions: The fisrt, Motivation serves as a driver to influence what attitude students should take in order to learn. Second, Motivation as a driver of action. The psychological impulse to give birth to an attitude towards students is an unstoppable force, which is then manifested in the form of psychophysical movements. and the last, Motivation as a direction of action. Students who have motivation can select which actions to do and which actions to ignore.

From several expert opinions, it can be concluded that in general, the function of motivation is to encourage, drive, and direct action, Encouragement means directing action to achieve goals or desires.

d. The Importance of Motivation

Although someone may perceive effort, interest, attitude, and desire, motivation is a notion that exists outside of physical reality. It is crucial to prioritize expertise above performance while writing. To the extent that a learner is driven to do such, competence is more likely. Motivation is the degree to which an individual is pulled toward or discouraged from proficiently communicating in writing within a certain setting (Ihsan, 2016).

The factor guiding students' attitudes toward the learning process is their motivation. Given the significance of academic

achievement in one's professional life, student motivation is a critical concern in higher education. The motivation will assist educators in understanding students' perspectives on learning, as well as the things that support and obstruct the learning process. This will help the education community detect children before their grades start to decline and anticipate their academic achievement (Afzal et al., 2015).

Over the years, research in psychology and education has moved from considering student motivation as peripheral to considering it as key. Motivation is a crucial indicator that human behavior study can and ought to be conducted from a scientific standpoint. Specifically, educational theory and conceptions will be crucial given the significance of comprehending motivation in learning and teaching situations. However, it is critical to comprehend these mechanisms because they stand in for the fundamental physiological and biochemical restraints that affect the cognitive and motivational systems (Pintrich & De Groot, 2013).

The above statement presents an in-depth understanding of student motivation in the context of learning, particularly in writing. Motivation is considered a concept that exists beyond physical reality and has a significant impact on students' written communication skills. The importance of motivation in the context of higher education

highlights its critical role in academic achievement and helps educators understand students' perspectives on learning. Emphasizing skill over performance in writing is considered an important priority, with the belief that competency levels are more likely to be achieved if motivation is strong. Motivation is also considered a driving factor in students' attitudes toward the learning process, and a deep understanding of motivation can help educators detect changes in students' performance before their grades suffer.

e. Motivation for Learning English

The students who have enjoyed learning English can see that from their attitude when they learn English. When the students have high motivation in learning English, they will actively and seriously participate in the classroom. According to Nada, highly motivated students in learning the English language will: Enjoy the learning English language,Want to learn the English language, and Strive to learn the language.

It means that the motivated student is one who enjoys the learning English language. Want and strive to learn the language learning. The indicators above can determine whether or not students are motivated to learn English. In addition, Ur states that the characteristics of motivated learners are:

1) Positive task orientation.

   The teacher is willing to tackle tasks and challenges and has confidence in his or her success.

2) Ego-involvement.

   The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.

3) Need aspiration.

   The learner has a need to achieve, overcome difficulties, and succeed in what she set out to do.

4) High aspiration.

   The learner is ambitious, goes for demanding challenges, has high proficiency, top grades.

5) Goal orientation.

   The learner is very aware of the goals of learning. or of specific learning activities, and directs her or his efforts towards achieving them.

6) Perseverance.

   The learner consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.

7) Tolerance of ambiguity.

   The learner is not disturbed or frustrated by a situation involving a temporary lack of understanding or confusion; he or she can live

with these patiently, in the confidence that understanding will come later.

It means the characteristics of motivated students are the students who have a positive orientation, have the eso involvement, need aspiration in learning English, have high aspiration, have goal aspiration, have perseverance, and have tolerance of ambiguity in language learning. In addition, according to Asrori, the students who have motivation will: Strong destination to study, Having high curiosity, Can do their task alone without asking and help from someone else, Having good concentration when they study, Their difficulties are considered a way to achieve success, Never give up, Having a good spirit to study, Wish to do things that the teacher expects, Having a desire to know the language, and, Having a new word to be said in the classroom.

There are some indicators to measure students' motivation in learning, according to Handoko, the indicators are active, having enough available to study (without permission), avoiding activity or task when studying the subject, and being diligent and serious in doing assignments. According to Hamzah, the indicator of motivation to learn can be clarified as follows: The passion and desire for success.

The urge and need to learn, The hopes and ideals of the future, The award for learning and The activity of interest in learning.

f. The Factors that Influence Students' Motivation

In an academic classroom, four interactive factors contribute to student motivation. The majority of these factors focus on elements that drive motivation. This part begins with a review of the behaviors that define students' motivation, followed by a discussion of the internal, classroom contextual, personal, and sociocultural elements that affect motivated behavior (Dembo & Seli, 2013).

1) Motivated Behavior

Students might start by assessing their behaviors in the following three categories to gain an understanding of their motivation:

a) Behavioural choice
b) Activity and participation level
c) Persistence and effort management

Every day, students choose which tasks and activities to engage in. While some students just participate in class tasks, many decide to study more about a subject or topic outside of the classroom. The amount of personal objectives that people will

achieve in their lifetime is mostly determined by the decisions that they make.

The second component of motivated behavior is activity level or task participation. A subset of pupils actively participate in their classes. After class, they put in a lot of work reviewing notes, summarizing readings, and generally applying a variety of learning techniques to make sense of what they are learning. Some students barely attend their classes and only do what is necessary to get by.

Persistence is the third facet of motivated conduct. A key component of motivation and academic performance is students' determination to persevere through demanding, tedious, or uninteresting work. Students frequently need to develop self-control over the range of academic challenges they encounter to manage their tenacity and efforts. Now let's look at the variables that affect motivated behavior.

2) Personal and Sociocultural Factors

The attitudes, ideas, and experiences that students bring to academics from their personal and sociocultural backgrounds impact their behavior and motivation, and can even determine whether they stick with it or drop out. Students' cultural experiences

and families have an impact as well. Motivation and behavior can be influenced by family traits, including parental expectations, parental educational attainment, and socioeconomic status. First-generation and ethnic minority students, for instance, find it harder to acclimate to academic life than second- or third-generation students. Any student may find the adjustment to academic challenging, but those who have family members who have gone through it before are less likely to feel confused in a strange or new setting or uncertain of what questions to ask.

3) Classroom Environmental Factors

Numerous elements of the classroom environment factors how motivated students are. These consist of the kinds of assignments assigned, the conduct of the teachers, and the teaching strategies. The standard of classroom life affects a student's ability to transition smoothly to academic. In particular, when teachers set high standards for performance, give students more autonomy over their education, and support different kinds of collaborative learning, such as peer or group learning, students are more motivated and achieve more. While students must comprehend how the classroom setting might affect their motivation, they also need to accept accountability for their actions.

4) Internal Factors

Students' academic success is determined by their objectives, beliefs, feelings, and perceptions, which also influence their motivated behavior. For instance, students are more likely to employ various learning techniques, put in a lot of effort, and stick with work until it is finished if they value it and think they can master it. Students are more likely to put forth effort in challenging classes if they think intellect is a changing trait than if they think it is a permanent one. By analyzing how their views and ideas affect them, students might discover a lot about what drives them.

These following statements can provide insight into students' motivation:

a) Students assess a range of academic subjects and tasks
b) Students have a goal
c) Students have a goal orientation
d) Students believe that they can succeed in various academic tasks
e) Students know the causes of success and failure
f) Students have certain feelings about their academic challenges

It can be concluded that the above sentence presents a comprehensive view of the factors that influence students' motivation

in learning English. It clearly identifies four main factors that influence motivation: motivated behaviour, personal and socio-cultural factors, classroom environment factors, and internal factors. The approach used in the above sentence is very structured, starting by describing the behaviours that demonstrate student motivation, followed by an explanation of the influence of personal, socio-cultural and classroom environment factors. Next, it describes how these factors interact and influence each other, providing a better understanding of the complexity of student motivation in the context of English language learning.

g. factors that contribute to the students' motivation in English language learning

According to Harmer (2015:89-93), there 5 factors that contribute to the students' motivation in English language learning, they are such as follow:

1. Affect

The emotional state of a student plays a significant role in their motivation to learn. As teachers, it is essential to create a positive and supportive classroom environment that fosters self-esteem and encourages students to envision their ideal L2 self. This can be achieved by using language activities that promote self-confidence and reminding students of their goals and progress. The teacher's role is

crucial in sustaining motivation by providing ongoing encouragement, setting achievable goals, and maintaining good classroom rapport. By doing so, teachers can help students develop a positive attitude towards learning and build their confidence in their ability to succeed.

Moreover, it is essential to recognize that motivation is not a one-time event but rather an ongoing process. Teachers must continually work to sustain student motivation by providing opportunities for success, acknowledging progress, and celebrating achievements. This can be achieved by personalizing lessons, taking a personal interest in students, and making the learning process relevant to their lives. By doing so, teachers can create a motivating learning environment that encourages students to strive for excellence.

2. Achievement

Achievement is a critical factor in motivating students to learn. Setting achievable goals and providing opportunities for students to experience success is essential in fostering motivation. Teachers must strike a balance between challenging students and ensuring that the tasks are achievable, as tasks that are too easy or too difficult can lead to demotivation. The Zone of Proximal Development (ZPD) is a useful concept in this regard, as it highlights the importance of providing

students with opportunities to learn new skills just beyond their current abilities.

Grading and assessment also play a crucial role in student motivation. Careless grading or lack of transparency in assessment criteria can lead to demotivation. To avoid this, teachers should provide clear success criteria, make grades transparent, and focus on effort and improvement as well as numerical achievement. Continuous assessment and portfolio evaluation can also help to improve the grading environment and motivate students to learn.

3. Activities

The activities and materials used in the classroom have a significant impact on student motivation. Engaging and relevant activities can spark interest and enthusiasm, while monotonous and unengaging materials can lead to demotivation. Teachers should strive to make materials and activities relevant to students' lives and interests, using devices such as mobile phones and tablets to make learning more engaging. Varying activities and incorporating student preferences and strategies can also help to maintain motivation.

Moreover, teachers should involve students in the learning process by asking for their opinions and feedback on the materials and activities. This can help to create a sense of ownership and agency among students, motivating them to take an active role in their

learning. By doing so, teachers can create a motivating learning environment that encourages students to engage fully with the learning process.

4. Attitude

The teacher's attitude and professionalism play a significant role in motivating students to learn. Students are more likely to follow a teacher who exudes confidence, knowledge, and enthusiasm for the subject matter. Teachers should strive to create a positive and supportive classroom environment, dressing professionally, and demonstrating a clear sense of purpose and direction. When students have confidence in their teacher, they are more likely to remain engaged and motivated to learn.

Moreover, teachers should strive to create a sense of security and routine in the classroom, while also providing opportunities for unexpected activities and surprises. This can help to maintain student interest and motivation, as students are more likely to engage with the learning process when they feel comfortable and supported. By doing so, teachers can create a motivating learning environment that encourages students to strive for excellence.

5. Agency

Student agency is a critical factor in motivating students to learn. When students have control over their learning and are able to make

choices, they are more likely to take ownership of their learning and become autonomous learners. Teachers should strive to provide opportunities for students to make decisions about their learning, such as choosing topics or deciding when to receive correction. This can help to create a sense of autonomy and motivation, as students feel more in control of their learning.

Moreover, teachers should recognize the importance of student autonomy and agency in the learning process. By providing opportunities for students to take ownership of their learning, teachers can create a motivating learning environment that encourages students to take an active role in their learning. This can lead to increased motivation, engagement, and academic achievement, as students are more likely to be invested in their learning when they feel in control.

B. Review of Related Studies

Review of related studies is a study that has been conducted by other researchers before. The researcher has to look for previous studies related to their research and compare the differences in the content and the findings. The researcher wrote An Annalysis Students Motivation in Learning English.

The first previous study that is found is a research conducted by Siti Fachraini with the title "An analysis of students' motivation in studying English a survey study at UIN Ar Raniry Banda Aceh" This study was conducted at the English

Department of Islamic State University (UIN) Ar- Raniry Banda Aceh. The result of this study shows that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation. This means that English students at UIN Ar-Raniry had higher intrinsic motivation than extrinsic motivation in learning English. the results of her research state that the students had intrinsic motivation in learning English. In other words, the motivation comes outside the students.

The second study was conducted by Ahmad Aris Munandar (2015) with the title "Students' Motivation in Learning Engish in the seventh grade of Mts Taqwiyatul Wathon Mranggen in the academic year of 2014/2015". The result of this research showed from the students' answers in the questionnaire, from the calculation shows that the score of the students' intrinsic motivation was 52% and the students' extrinsic motivation was 48%. This means the students in MTs taqwiyatul within mraggen have higher intrinsic motivation than extrinsic motivation.

The third study was conducted by Dwi Zella Permata Yusda (2019) with the title "An analysis of students' motivation in learning English at Junior High School 2 Bangkinang Kota" The purpose of this study was to find out how students' motivation in learning English and what external factors make students motivated in learning English in eight grade at Junior High School number 2 Bangkinang kota.

Four, a journal conducted by Eka Nova Putri (2019) with the title "An Analysis of Students' Motivation and Their Achievement in Learning English at the Department of English Education" this study aims to analyze the dominant type of students' motivation in learning English and to investigate the difference in students achievement scores (GPA) based on their motivation types. The method used in this study was a quantitative research method with a survey design. The results of this study revealed that 39 (43.8%) students have integrative motivation and 50 (56.2%) students have instrumental motivation in learning English.

The last one is a journal conducted by Nurul Dwi Uddiniyah; and Efa Silfia (2018/2019) with the title An Analysis of Students' Motivation in Learning English at SMAN 8 Kota Jambi. The purpose of this study was to determine students' motivation to learn English. The research design in this study is descriptive quantitative survey research. The results of this study are indicated by students' answers to the questionnaire. The result is the students at SMAN 8 Jambi have intrinsic motivation that is higher than extrinsic motivation in learning English.

the similarity of the title above with this research is to know students' motivation in learning English. The researcher conducted the steir study on the senior high school.

This research is different from the studies above because research uses a narrative qualitative method and in this research, the researcher wants to get the data collected by observation, and documentation and also interview the teachers and the students' to know which type of motivation is more dominant in learning English at SMA 1 Banuhampu. this research will be more focused on the student's motivation to learn English.

C. Conceptual Framework

An analysis of students' Motivation in Learning English

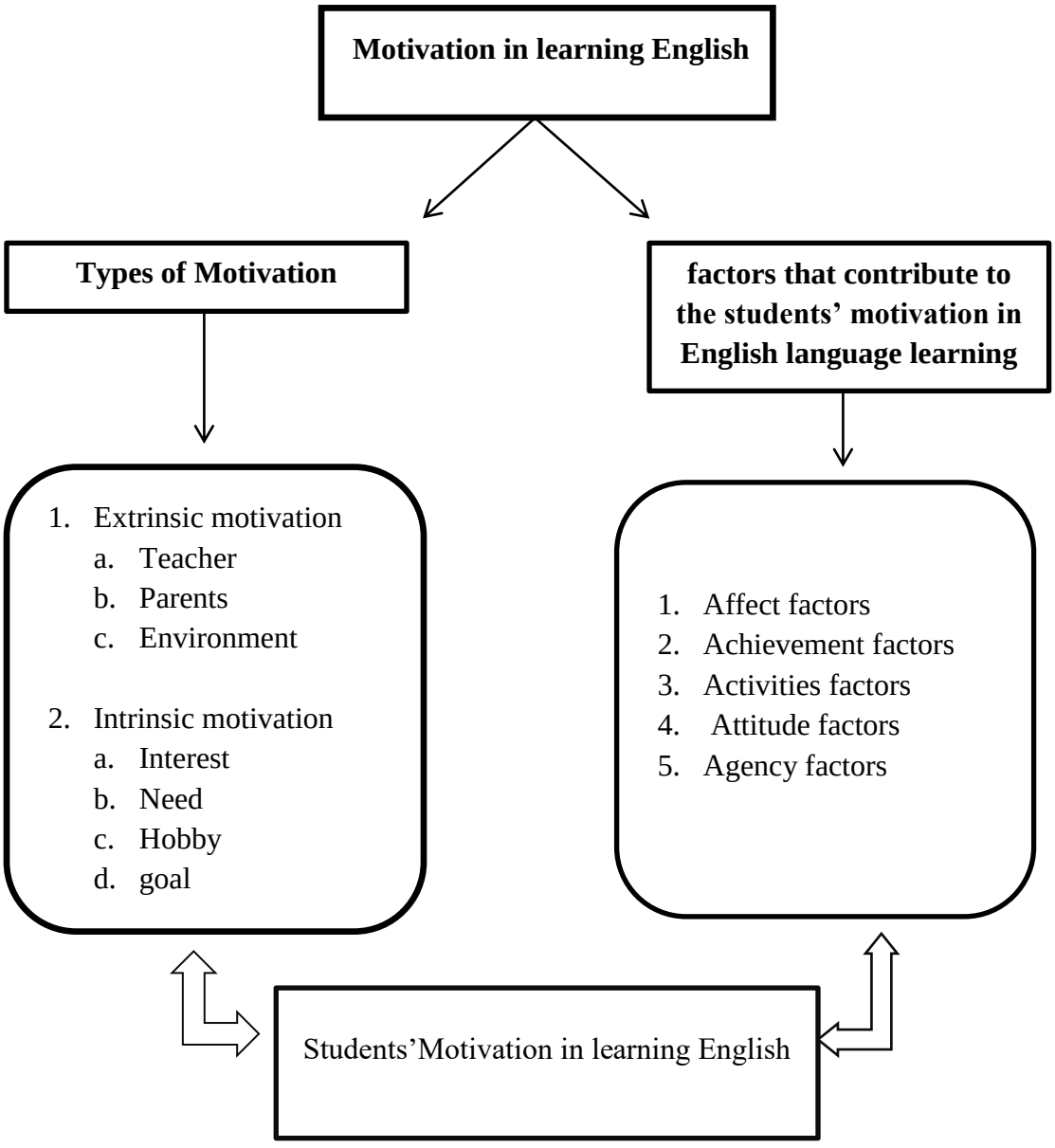

Figure I

Based on the conceptual framework above, the researcher would like to analyze the students motivation in learning English. Motivation can divided into two types namely Intrinsic motivation and Extrinsic Motivation. This research consist to the factors that influence the low motivation of students in learning English. As a result, the researcher would find the research through interview and observation.

CHAPTER III

RESEARCH METHOD

A. Design Of The Research

This research was qualitative research. According to Sugiyono (2011), Qualitative research is a research method kind in producing descriptive data in the written form of the research subject, and data from this method can be out through interviews, observation, and documentation. According to Cresswell (1994), Qualitative research is an investigation process of understanding based on the type of methodological tradition to explore the social or human problem. The researcher used this method because qualitative research gives more information in various ways about the research subject.

Based on the explanation above, the researcher used the Narrative inquiry. Moreover, the goal of the research is to analyze the aspect of students' motivation in learning English by the first–grade students of SMA 1 Banuhampu in the academic year 2023/2024, and the researcher put four classes as informant of the research.

B. Place of the Research

The research was conducted at Sman 1 Banuhampu Jl. Raya Padang Lua, Pakan Sinayan, Kec.Banuhampu, kab. agam. Sumatera Barat. This research was conducted on the first-grade students of SMAN1 Banuhampu in the academic year of 2023/2024 as the subject of the research.

C. Informant of the Research

For conducting this research, based on preliminary research, the researcher interviewed the first-grade students of SMAN 1 Banuhampu. The informants of the research was English teachers and students of the first grade students at SMAN 1 Banuhampu, the key instrument in this research was the researcher himself. Total students of the firs class at SMA 1 Banuhampu is 144 students and were selected by using purposive sampling technique, which was selected the students who have low motivation in learning English.

D. Instrument of the Research

The research instruments is a facility tool uses by researcher in the collecting data to make the research easier and the result better. The research instrument ia a tool use to measure the observe natural and social phenomena which specifically all of these phenomena are call research variable. The instruments used in this research was :

1. **Observation**

Observation is a data collection technique that is carried out through an observation, accompanied by notes on the condition or behavior of the target object. The researcher used classroom observation to get supporting data from the situation in the class during when learning process.the researcher will observe 4 classes to get the data. Observation is how the researcher understands the natural environment as lived by participants, without manipulating it. Observation will help the researcher to know much information that the researcher cannot get from the interview.

2. **Interview**

In this research, the researcher used semi structured interview. According Sugiyono states that semi structure interview which is the interview which is flexible and fluid structure, rather fluid interview. In other words, the purpose of this interview to get issue more openly in which the interview had asked about their opinions and ideas. In collecting the data from semi structure interview, the researcher used purposive sampling technique. The interview were conducted by the researcher to the first grade students and the teacher who teaches the English language. The researcher used interview to answer the research question.

D. Technique of Data Collection

As Sugiyono (2009) stated the data collection technique is the first main step in research because the main purpose of research is to get the data. Without knowing the data collection technique, the researcher can't get the data and fix standard data. The research will use observation and interviews as instruments of the research to collect the data of this research. The researcher will be observed 4 classes, and interview the English teachers to known the students who had low motivation. After get the data the students who had low motivation in learning English the researcher determine the students who had low motivation as informant of the research. After the observation the researcher conducted interview with the students who have low motivation. Total students of first-class is 144 students and the researcher was purposive sampling technique. The data collection was ended if the data had been saturated.

E. Technique of data analysis

According to Bangdan in Sugiyono, data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulated to increase his own understanding of the students and enable what the researcher discovered to others. After collecting the data, the researcher analyzed the data from observation and interviews. The researcher analyzed by using steps descriptive qualitative on the data adopted from Mile and Huberman (1994) model.

According to sugiono who quoted Miles and Humberman's (1994) model, it will be explain as follow:

a. Data collection

In this process, the researcher analyses all of the data gotten from observation and interview with the students and the teacher. In this step the researcher will analyse types of students' Motivation in learning English

b. Data reduction

After the researcher collect the data, the researcher make the data reduction as summarizing, choosing the subject matter, focusing on the important things, looking for theme and pattern and reduce unnecessary things.

c. Data display

After reduction the data, the writter doing the process of data dislplay. In this step, the writter discussing and interpret the data as clear as possible, arranged in a pattern of relationship in other it is easy to be understood.

d. Finally, the researcher conclud the data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Description

This research had been done in the first-grade at SMAN 1 Banuhampu The researcher went to the school for several times to conduct the research. The data went gathered through observation at classroom and interview . than this research would be analyzed by using qualitative method with narrative inquiry design. This chapter described the data analysis to answer the research question about what the factors that influence the students have low motivation in learning English at SMAN 1 Banuhampu. This data of this research were based on the classroom observation and interview an English teacher and interview the students who have low motivation in learning English. The researcher gether the data about the students who have low motivation from the teacher.

After finishing the data collection, the data when had been found would be processed in other. This research would describe the findding to answers the research question that ware gotten through observation. Then this research would describe the findding was gotten through interview with an English teacher and the students that have low motivation.

1. Observation

The data was gained through observation. The researcher did the observation three times which were on 14 June 2024. During the observation, the researcher observed the learning process in the classroom to see the factors why the students have low motivation in learning English. The observation consists of one class. The classroom observation recorded the English teaching and learning process from the beginning until the end of the class. Based on observation the researcher saw the reasons why the students have low motivation.

Based on observations that were done on 14 June and 26 July 2024 at SMAN 1 Banuhampu, the researchers saw the teachers give verbal and non-verbal encouragement to students in between the learning process such as "give applause" "smile" and "good job". Teachers and students maintain good communication during the teaching and learning process. But sometimes students tend to be silent when the teacher asks questions using English. When working on assignments given by the teacher, some students seem to work from the easier ones, when they find difficulties in doing the assignments, students are afraid to ask the teacher and prefer to ask their peers. Although they get the same treatment from the teacher. However, students can summarize the learning material provided by the teacher that day.

It can be seen that students are less motivated to learn English because the teacher still dominantly explains the subject matter in front of the class without using media such as songs, ppt, and videos. It seen from some students who look sleepy during class hours. It can be seen that students are less motivated to learn English because the teacher still dominantly explains the subject matter in front of the class without using media such as songs, ppt, videos. it seen from some students who look sleepy during class hours. Besides that the time of learning English which is done at the end of the day makes students feel tired and unmotivated in learning English.

In addition, during the observation, the researcher saw that students were afraid speak English with the teacher and their frieds in the classroom because some students had lack of vocabulary.

Indicators	Descriptions	Checklist		Checklist		Checklist	
		Yes	No	Yes	No	Yes	No
Affect	Presence of encouragement from the teacher (both verbal and non-verbal)	√					
	Students maintain good classroom relationships	√					
	Students receive equal attention	√					
Achievement	Students complete English assignments from easy to difficult according to teacher guidance	√					
	Students can summarize lessons		√				
Activities	Students are engaged due		√				

	to the use of media						
	Students are asked to work in groups		√				
	Students use technology		√				
Attitude	Students are confident		√				
	Students respect the teacher	√					
Agency	Students have the opportunity to choose their own groups or work independently		√				
	Students are given the responsibility to complete tasks and when they are ready for assessment		√				
	Students are allowed to complete tasks according to their own learning styles	√					

2. Interview

The second instrument that the researcher used in this research was an interview. After observation, interviews were also conducted to prove whether the proposed research data was credible or not. The data collected through observation will be compared with each other. In this research, the interview was used to collect data about what factors that why the students have low motivation in learning English. The result of the interview was used to complete the data that the researcher needed and supported the result of the observation. The result of these two could achieve the purpose of the research.Interview the teachers.

a. Interview The Teachers

On 13 june 2024, the researcher was interview the English terachers. Several questions has been provided, especially about students motivation in learning English at the first-grade at SMAN 1 Banuhampu. The researcher started the interview by first asking permission from the teacher concerned to be interviewed.

The first question the researcher asked to the teacher is. *"How do you create a positive and supportive classroom environment that motivates students to learn English?"* the teachers said that.

Kalau *yang selama ini ibuk laksankan, ibuk melihat dulu kondisi anak itu seperti apa, tidak langsung menentukan cara belajar yang menyenangkan, karna setiap anak itu beda-beda. Misalkan di kelas yang ini banyak yang bisa berbicara jadi ibuk banyak kan speakingnya. Jadi kita dalami dulu kriteria dan latar belakang cara belajar mereka.*

The second question, "*What strategies do you use to understand and respond to students' emotional ? And does it have any effect on students' motivation in learning English?"* the teachers said,

disitulah kita sebagai guru yang harus banyak mengenal siswa, misalkan kalau anak-anak yang emosionalnya tidak stabil itu ibuk tegur

namun tidak di depan teman-temannya yang lain, karna kalau di depan temannya itu akan membuat mereka semakin memberontak.

Third question, *"What kind of encouragement and support do you use to maintain students' motivation in learning English?*

"jadi bahasa ingris ini kan bahasa yang susah, jadi ibuk mendorong mereka seperti yang sudah mampu atau yang masih butuh pengayaan ibuk akan berikan tugas2 yang lebih menantang, tapi untuk yang kurang termotivasi ibuk akan panggil, nan tanya bagaimana cara yang mereka mau jadi tidak langsung judge mereka dan juga memberikan dorongan seperti"goodjob, atau bagus gitu kepada yang memiliki kemampuan, tapi kalau siswa yang belum itu biasanya ibuk lebih ke memberikan semangat seperti ayok kamu bisa"

Fourth question, *"How do you help students set achievable goals in learning English?"*

"Kita punya tujuan, jadi itu sebabnya ibuk biasanya sampaikan itu di awal-awal pertemuan seperti apa rancangan pelajaran yang akan di lakukan selama satu semester."

fifth question, "*What strategies do you use to provide feedback that motivates students to continue learning English?"*

“nah kalau strategi ini tergantung siswa, kembali lagi siswa kita berbeda-beda. Kalau bagian yang suah memiliki kemampuan / hight level mereka tidak hanya belajar di dalam kelas , di luar kelas pun akan ibuk asah kemampuannya seperti ibuk ajak berbicara atau komunikasi bahasa ingris kalau yang low level atau kurang motivasinya belajar bahasa ingris biasanya ibuk akan dampingi apa kekurangannya.”

Sixth question *“How do you help students who are demotivated by tasks that are too easy or too difficult?”*

Kalau bagianak-anak yang memiliki demotivasi biasanya itu mereka pasti memiliki masalah, baik dari dalam diri mereka ataupun luar diri mereka itu biasanya ibuk panggil dan ibuk lakukan evaluasi ibuk tanya apa masalahnya, kenapa tidak semangat dalam pembelajaran ibuk. Seperti yang tadi itu yang main hp itu nanti ibuk suruh dia menemui ibuk ketika pulang sekolah.

Seventh question, *What kind of assessment do you use to motivate students to learn English?”*

“Kalau penilaian ibuk lebih focus pada kejujuran dalam ujian. Nanti di konversi dengan nilai latihan dan ujian ya”

Eighth question, *“How do you ensure students can complete the tasks you give them, and achieve their goals in learning English?”*

Harus langsung di periksa, biasanya ibuk lakukan secara klasikal, tp kalau menulis itu harus ibuk yang langsung memeriksa, lalu nantik di kembalikan secepatnya.

Ninth question, *"Do you use technology in your teaching and learning process?" yaa, seperti youtube*

Ten question, *"how do you involve students in the learning process so that students are motivated to learn English."Kegiatan menyenangkan seperti tadi menonton video motivasi, atau sesekali lagu bahasa ingris, dan sesekali game namun tetap berkaitan dengan pelajaran bahasa ingris dan tentunya berbahasa ingris.*

Next question, *"How do you model confidence, knowledge and enthusiasm for the subject matter, and how does this impact student motivation?*

"Sangat berpengaruh, karna zaman sekarang anak-anak lebih tertarik secara visual. Tapi tetap ada pembelajaran dan moral velue nya ya. Kayak tadi ada yang hanya dapat mengerjakan sedikit lalu di lihatnya puya temannya"

Next question, *"Can you describe how your professionalism and direction motivate students to learn English?"*

"Harus kita yang paham dulu, sebelum kita menyajikan kepada siswa harus kita yang terlebih dahulu paham betul dengan materi yang akan kita ajarkan. Dan juga di sajikan secara menarik jadi ibuk juga termotivasi agar gimana pembelajaran kita menarik"

Next question, "*how do you provide opportunities for students to make decisions about their learning, such as choosing topics or deciding when they will receive corrections?"*

"Tentu kalau kita gugup dalam mengajar maka siswa tidak percaya kepada kita. Dan misalkan ibuk ngomong full berahasa ingris kalau ada siswa yang tidak mengerti atau planga-plongo itu biasanya ibuk mengulangi lagi dengan menggunakan bahasa Indonesia"

Next question, *"How do you recognize and respond to students' preferred needs, and how does this affect students' motivation?Kalau itu biasanya ibuk yang menentukan karna masih menyesuaikan dengan kurikulum, jadi kapan mereka akan di periksa masih ibuk yang menentukan. Misalkan ada 2 jam itu nah sekian menit itu anak2 harus menyelesaikan tugas mereka. Anak2 harus di berikan ketegasa waktu dalam menyelesaikan tugas, kalau mereka di iarkan lalai maka mereka kan terbiasa.*

And the last question, *"What kind of ongoing support do you provide to maintain students' motivation in learning English?"*

"tetap ibuk tanamkan kepada anak2 bahwa bahasa ingris itu tidak susah, dan memberikan video2 motivasi seperti tadi.

in addition to the above questions, researchers also asked about which students were less motivated in learning English, because in this study the focus was on students who had low motivation in learning English. questions to teachers researchers did before researchers made observations.

b. **Interview** The Students.

After the researcher had finished Observations and Interviews with the English teacher, the researcher conducted interviews with students who were low in motivation to learn English. The researcher interviewed 10 students in the first grade at SMAN 1 Banuhampu. The researcher was interviewed 10 students because according to the English teacher who taught in the first grade at SMAN 1 Banuhampu, that class had the most students who had low motivation in learning English and corroborated by observation. The students answered all the questions given by the researcher.

The first question, "*how is the learning process in the classroom that motivate you to learn English?"* the students said "*guru biasanya memulai materi pelajaran denga kuis kak, atau pas absent u di suruh nyebutin yg behubungan dengan bahasa ingris kak"*

The second question, *"In your opinion, how do teachers provide ongoing encouragement and support to maintain your motivation?"*

Third question, *"How important a positive and supportive classroom environment in motivating you to learn English?"sangat penting kak, karna kalau lingkungan kelas tidak mendukung kita jadi kurang nyaman kak. And Does the current classroom environment make you comfortable learning English? Belum kak karna ruangan kelas yang kurang rapi kak, kurang terang jadi baut ngantuk kak"*

Fourth question, "*How do you cope if you find yourself in a situation where you are unmotivated because the task is too easy or too difficult?""biasanya kalau mengerti langsung kerjakan kak, tapi kalau tidak mengeti tanya teman kak"*

"Why don't you ask the teacher?" "takut kak nanti salah kak, kalau teman tudak tau baru tanya ms kak"

Fifth question, "*Are you motivated to get good grades in English? How do you do it?"ya kak, dengan cara belajar dengan baik dan melakukan banyak latihan.*

Sixth question, "*Does using media such as (pawer point, video, and song) motivate you to learn English? Why?"iya kak, karna pelajarannya lebih menarik.*

Seventh question, *"What kind of activities do you find most interesting and motivating to learn English?"seperti tampil ke depan kak.*

Eighth question, *"how do teachers engage students in the learning process to create an engaging learning environment?"guru biasanya bertanya kak kepada kami kak, jad kami merasa terlibat kak.*

Ninth question, "*Are you motivated if the teacher explains the material with confidence?" termotivasi kak , karna kalau guru tidak percaya diri kita juga tidak paham kak. Kan kalau guru percaya diri lihat miss tu hebat bahasa ingris kita kayak ingin kayak mereka kak.*

Tenth question, *"Do you think teachers who remember students' names in class can motivate students to learn English?" iyaa kak, karna jadi semangat kak karna miss itu kenal nama kita kak.*

Next question, "*Can you describe, when your teacher's attitude and professionalism motivated you to learn English?" guru mengapresisasi siswa yang mampu menyelesaikan tugas kak.*

Next question, *"How do you think teachers provide opportunities for students to make decisions about the assignments, such as choosing topics or when students will receive them for correction?"tidak kak, karna miss tu selalu langsung memeriksa kalau di berikan tugas kak. Misalkan kan kak saya kan belajar di jam terakhir kak, jadi bosan kak tu ms tu kasih.*

Next wuestion, *"How do you think teachers can recognize the importance of students' roles in the learning process such as choosing study groups and completing group tasks?"penting kak, namun di satu sisi tidak kak. Karna kak kalau kelompok tu kadang tidak semua yang mengerjakan kak.*

B. Data analysis

Based on Observation, Interview an English Teachers and somes students have low motivation in learning English that suggested by the English teacher the researcher found several factors that influence students' low motivation in learning English. The researcher will explain the results of the study based on observations

and interviews with English teachers and some students on the first-grade at SMAN 1 Banuhampu.

1. Affect

The researcher noted that some students showed a lack of enthusiasm in learning English. This was evident from their passive behavior during class and lack of participation in activities. The researcher observed that students often lack self-confidence, which limits their belief in their ability to succeed in learning English. Although teachers have attempted to encourage students and emphasize the importance of effort in achieving their goals, these efforts are not always effective in maintaining motivation in the long term.

2. Achievement

Observations show that students' sense of achievement is often undermined by the mismatch between their abilities and the assigned tasks. It was noticeable that some students were unable to complete the tasks given by the teacher. Teachers stated that although some students showed improvement, the lack of transparent and consistent success criteria made it difficult for them to see their progress clearly. This inconsistency in perceived achievement had a negative impact on motivation.

3. Activities

The researcher saw that the teacher had tried to provide interesting materials and activities used in the teaching and learning process but it was

still seen that some students were less interested and less motivated to learn English, seen from students who did not focus on paying attention to the material displayed, it was also seen that some students looked bored and did work that was not related to English learning. there were also students who took the opportunity to play cellphones during the learning process which at SMAN 1 Banuhampu did not allow using cellphones during learning. Although the curriculum included a variety of activities, students felt that the activities were repetitive and did not meet their interests or learning preferences. they remained unmotivated despite the variety of activities.

4. Attitude

From the observations, it was clear that students' attitudes towards the teacher and the subject played a significant role in their motivation. The researcher noted that although the teacher made great efforts to build a good rapport with the students and demonstrate brand expertise, some students still found the lesson uninteresting. There is a noticeable difference between students' initial engagement and their ongoing motivation. Teachers' attitudes and professional preparation are critical, but students' lack of confidence in the relevance and applicability of the lessons affects their long-term engagement.

5. Agency

Students' ability to control their learning is lacking. Researchers observed that students were rarely given the opportunity to make decisions

about their learning process. They often feel like passive recipients of information rather than active participants. Lack of involvement in decision-making processes, such as choosing how and when problems are corrected or identifying learning challenges, results in a reduced sense of responsibility for and towards their learning. It can be seen that some students are not able to complete it well and perfectly within the allotted time, they prefer to wait for answers from friends rather than doing it themselves. As a result, this reduces their motivation to be actively involved in the learning process.

C. Discussion

Based on observations and interview the at SMA N 1 Banuhampu reveal several key factors contributing to students' low motivation in learning English. By focusing on affect, achievement, activities, attitude, and agency, we can better understand the multifaceted nature of this issue.

Firstly, students' Affect towards learning English is a crucial aspect. The observed lack of enthusiasm and passive behavior in class suggests a significant barrier. Despite teachers' efforts to encourage and motivate students, the lack of self-confidence among students remains a persistent issue. This lack of confidence undermines their belief in their ability to succeed, leading to a cycle of low motivation and engagement.

Secondly, the sense of Achievement plays a vital role in student motivation. The mismatch between students' abilities and the assigned tasks contributes to their inability to complete tasks successfully. This situation is exacerbated by the lack of transparent and consistent success criteria, making it difficult for students to recognize and celebrate their progress. As a result, students' perceived lack of achievement negatively impacts their motivation, creating a sense of helplessness and discouragement.

In terms of Activities, while the teacher has made efforts to provide engaging materials, there is still a noticeable lack of interest among some students. The curriculum's variety of activities seems to fall short in capturing students' attention and meeting their learning preferences. Students' boredom and distraction, such as playing with cellphones during lessons, highlight the need for more dynamic and student-centered activities that cater to diverse interests and learning styles. The repetitive nature of activities further diminishes students' motivation, indicating the necessity for innovative and varied teaching methods.

Attitude towards the teacher and the subject is another significant factor. Despite the teacher's efforts to build rapport and demonstrate expertise, some students find the lessons uninteresting. This disparity between initial engagement and ongoing motivation underscores the importance of maintaining a positive and relevant learning environment. Teachers' attitudes and professional preparation

are crucial, but students' perception of the lesson's relevance and applicability also plays a vital role in sustaining their motivation.

Lastly, the lack of Agency in students' learning process is evident. Students are rarely given opportunities to make decisions about their learning, leading to a passive reception of information. This lack of involvement in decision-making processes reduces their sense of responsibility and ownership of their learning. The tendency to wait for answers from peers rather than attempting tasks independently further illustrates the need for fostering a sense of agency. Encouraging active participation and decision-making can enhance students' motivation and engagement in the learning process.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclution

The students at SMA N 1 Banuhampu exhibit a noticeable lack of enthusiasm and passive behavior towards learning English, indicating significant motivational barriers. Despite the teacher's efforts to encourage and motivate them, a pervasive lack of self-confidence continues to undermine students' belief in their ability to succeed. This lack of confidence creates a detrimental cycle of low motivation and engagement, making it challenging for students to fully participate and benefit from the lessons.

A critical factor in student motivation is their sense of achievement. There is a clear mismatch between the students' abilities and the tasks assigned, leading to frequent struggles in task completion. This is compounded by the absence of transparent and consistent success criteria, preventing students from recognizing and celebrating their progress. Consequently, students' perceived lack of achievement significantly impacts their motivation, fostering a sense of helplessness and discouragement.

In classroom activities, while the teacher endeavors to provide engaging materials, many students still exhibit a lack of interest. The curriculum's variety of activities fails to capture students' attention or meet their learning preferences. This lack of engagement is evidenced by behaviors such as playing with cellphones during lessons. The repetitive nature of activities further diminishes motivation, underscoring the need for more dynamic and student-centered teaching methods that cater to diverse interests and learning styles.

Lastly, the student agency is prominent. Students are seldom given opportunities to make decisions about their learning, resulting in a passive reception of information. This lack of involvement diminishes their sense of responsibility and ownership over their learning. Students often wait for answers from peers rather than attempting tasks independently, highlighting the necessity of fostering a sense of

agency. Encouraging active participation and decision-making can significantly enhance students' motivation and engagement in the learning process.

B. Sugestion

Based on the finding above the researcher made several suggestion. For the students who had low motivation in learning English at SMAN 1 Banuhampu,fo the English Teacher and for reseachers.

1. the researcher suggests that students should be more confident in their ability to learn English. students should also establish a good relationship between teachers and students because it greatly affects students' learning motivation in the classroom.

2. For English teachers, this research will be useful information for English teachers to find out more about the factors that affect students' low motivation in learning English.

3. For researchers, it is hoped that it can be useful as a guide for self-evaluation, in order to understand what factors affect students' low motivation in learning English.

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RESEARCH GUIDELINE

Sourse “The practice of English language teaching, fifth edition (Jeremy Harmer 2015:92-94)

Variable	Indicator	Descriptor	Instruments
Students’ motivation	Affect	The teacher's role is crucial in sustaining motivation by providing ongoing encouragement, setting achievable goals, and maintaining good classroom rapport	**Observation and Interview**
	Achievement	Achievement is a critical factor in motivating students to learn. Setting achievable goals and providing opportunities for students to experience success is essential in fostering motivation. Teachers must strike a balance between challenging students and ensuring that the tasks are	

		achievable, as tasks that are too easy or too difficult can lead to demotivation.	
	Activities	The activities and materials used in the classroom have a significant impact on student motivation.	
	Attitude	The teacher's attitude and professionalism play a significant role in motivating students to learn. Students are more likely to follow a teacher who exudes confidence, knowledge, and enthusiasm for the subject matter. Teachers should strive to create a positive and supportive classroom environment, dressing professionally, and demonstrating a clear sense of purpose and direction. When students have confidence in their teacher,	

		they are more likely to remain engaged and motivated to learn.	
	Agency	Student agency is a critical factor in motivating students to learn. When students have control over their learning and are able to make choices, they are more likely to take ownership of their learning and become autonomous learners.	

INTERVIEW GUIDELINES

Interview question Related to Students' Motivation in Learning English in ten Grade of SMAN 1 Banuhampu.

This interview question uses to interview an English Teachers at SMAN 1 Banuhampu

No.	Sub Variable	Aspects	Questions
1.	**factors that contribute to the students' motivation in English language learning** (Jeremy Harmer 2015:92-94)	Affect	Bagaimana ibuk menciptakan lingkungan kelas yang positif dan mendukung yang mendorong siswa untuk belajar bahasa Inggris?
			Strategi apa yang ibuk gunakan untuk memahami dan merespons kondisi emosional siswa dan bagaimana hal ini memengaruhi motivasi mereka?
			Strategi dorongan dan dukungan berkelanjutan apa yang ibuk gunakan untuk mempertahankan motivasi siswa di dalam kelas?
		Achievement	Bagaimana ibuk membantu siswa untuk menetapkan tujuan yang dapat dicapai untuk pembelajaran bahasa Inggris mereka?
			Strategi apa yang ibuk gunakan untuk memberikan umpan balik yang memotivasi siswa untuk terus belajar dan bagaimana Anda menyeimbangkan pujian dengan kritik yang membangun?
			Bagaimana ibuk membantu seorang siswa mengatasi demotivasi karena tugas-tugas yang terlalu mudah atau terlalu sulit?
			Penilaian seperti apa yang ibuk gunakan sehingga memotivasi siswa dalam belajar bahasa ingris ?
			Bagaimana cara ibuk memastikan siswa dapat menyelesaikan tugas mereka dan mencapai tujuan mereka dalam belajar bahasa ingris?
		Activities	Jenis kegiatan seperti yang biasa ibuk gunakan yang menarik motivasi siswa dalam belajar bahasa ingris?

			Teknologi seperti apa yang ibuk gunakan dalam proses belajar mengajar ibuk?
			Bagaimana ibuk mencontohkan rasa percaya diri, pengetahuan, dan antusiasme terhadap materi pelajaran, dan bagaimana hal ini berdampak pada motivasi siswa?
			Strategi apa yang gunakan untuk menciptakan lingkungan kelas yang positif dan mendukung, dan bagaimana hal ini memengaruhi motivasi siswa?
			Bagaimana menurut ibuk sifat professional profesionalisme serta arahan dapat memotivasi siswa ?
		Attitude	Bagaimana ibuk memberikan kesempatan kepada siswa untuk mengambil keputusan mengenai pembelajaran mereka, seperti memilih topik atau memutuskan kapan mereka akan menerima koreksi?
			Dapatkah Anda menjelaskan saat Anda memberikan pilihan kepada siswa dan mengizinkan mereka untuk bertanggung jawab atas pembelajaran mereka?
		Agency	Bagaimana ibuk mengenali dan merespons kebutuhan yang di sukai siswa, serta bagaimana hal ini memengaruhi motivasi?
			Dukungan dan berkelanjutan seperti apa yang Anda berikan untuk menjaga motivasi siswa di dalam pembelajaran bahasa Inggris?
			Selama ibuk mengajar di kelas 10 bahasa ingris di SMA1 Banuhampu, kira2 apa masalah yang sering ibuk temui terkait motivasi belajar siswa?

INTERVIEW GUIDELINES

Interview Guidelines Related to Students' Motivation in Learning English in First Grade of SMAN 1 Banuhampu

No.	Sub Variable	indicators	Questions
1.	**factors that contribute to the students' motivation in English language learning** (Jeremy Harmer 2015:92-94)	Affect	Bagaimana gambaran proses prngajaran di krlas yang memotivasi ananda dalam belajar bahasa ingris ?
			Menurut ananda bagaimana memberikan doronga dan dukungan yang berkelanjutan untuk mempertahankan motivasi bananda?
			Seberapa pentingkah lingkungan kelas yang positif yang mendukung memotivasi ananda dalam belajar bahasa ingris?
		Achievement	Bagaimana ananda mengatasi jika ananda berada di situasi demotivasi karena tugas yang terlalu sulit ?
			Apakah ananda termotivasi untuk mendapatkan nilai yang baik dalam belajar bahasa ingris?
		Activities	Apakah dengan menggunakan media seperti (pawer point, video, song) memotivasi ananda untuk belajar bahasa ingris?
			Kegiatan seperti apa yang menurut ananda paling menarik dan memotivasi ananda belakar bahasa ingris ?
			Bagaimana cara guru melibatkan siswa dalam proses pembelajaran untuk menciptakan lingkungan pembelajaran yang menarik?

		Attitude	Apakah ananda termotivasi jika guru menjelaskan materi dengan percaya diri di depan kelas?
			Menurut ananda apakah dengan guru mengingat nama siswa di dalam kelas sangat memotivasi siswa belajar bahasa ingris ?
			Dapatkah ananda menggambarkan skap dan profesionalisme seorang guru yang emotivasi siswa belajar bahasa ingris?
		Agency	Menurut ananda bagaimana guru memberikan kesempatan kepada ananda untuk mengambil keputusan mengenai tugas yang di berikan guru seperti memilih topic atau kapan mereka akan menerima koreksi?
			Menurut ananda, bagaimana guru mengenali pentingnya peran siswa dalam proses pembelajaran ? seperti memilih kelompok, dan menyelesaikan tugas secara berkelompok.

OBSERVATION CHECKLIST

Observation checklist related students motivation in learning English in the first-grade at SMAN 1 Banuhmpu.

Observation day 1

INDICATORS	DESCRIBTIONS	CHECKLIST		NOTE
		YES	NO	
Affect	Siswa termotivasi dalam belajar bahasa ingris adanya dorongan dari guru baik verbal-non verbal seperti pujian dan senyuman untuk membangun kepercayaan diri siswa	√		
	Siswa menjaga hubungan kelas yang baik dengan menciptakan lingkungan belajar yang positif dan inklusif dapat menngkatkan rasa memiliki dan membuat siswa merasa di hargai dan termotivasi untuk belajar.	√		
	Siswa mendapatkan perhatian yang sama baik yang mengerti ataupun yang tidak mengerti dalam proses pembelajaran	√		
Achievement	Siswa mengerjakan tugas bahasa ingris dari yang mudah ke soal yang sulit sesuai bimbingan guru.	√		Siswa tidak dapat menyelesaikan dengan baik tugas yang di berikan guru.
	Siswa dapat menyimpulkan pelajaran yang di jelaskan guru pada akhir pelajaran.		√	Siswa tidak mampu menyimpulkan dengan menggunakan bahasa ingris.

Activities	Siswa tertarik belajar bahasa ingris karena guru menyampaikan materi menggunakan media seperti (video,song, ppt)		√	Siswa terilhat sibuk mengerjakan kegiatan lain yang tidak berhubungan dengan bahasa ingris.
	Siswa di minta berkelompok untuk menyelesaikan tugas pada hari itu dan langsung mempresentasikan hasil kerja kelompok mereka		√	Siswa di minta untuk mempresentasikan hasil kerja kelompok mereka pada pertemuan selanjutnya.
	Siswa di minta mengerjakan quiz dengan menggunakan teknologi quizizz sebelum pelajaran di mulai		√	Namun siswa di minta menyebutkan
Attitude	Siswa percaya diri saat di minta berbicara di depan kelas.		√	Siswa tidak percaya diri saat di minta menyampaikan hasil kerja mereka dengan bahasa ingris.
	Siswa menghargai guru yang berbicara di depan kelas saat proses pembelajaran berlangsung.	√		
Agency	siswa mendapatkan kesempatan untuk memilih kelompok mereka sendiri atau bekerja secara mandiri.		√	Guru membagi kelompok belajar.
	Siswa di berikan tanggung jawab untuk mengerjakan tugas dan kapan mereka siap untuk di periksa.		√	Siswa di berikan tanggung jawab mengerjakan tugas , namun guru juga menetapkan kapan tugas mereka akan di peiksa.
	Siswa di perbolehkan mengerjakan tugas sesuai gaya belajar mereka sendiri	√		

OBSERVATION CHECKLIST

Observation checklist related students motivation in learning English in the first-grade at SMAN 1 Banuhmpu.

INDICATORS	DESCRIBTIONS	CHECKLIST		NOTE
		YES	NO	
Affect	Siswa termotivasi dalam belajar bahasa ingris adanya dorongan dari guru baik verbal-non verbal seperti pujian dan senyuman untuk membangun kepercayaan diri siswa	√		
	Siswa menjaga hubungan kelas yang baik dengan menciptakan lingkungan belajar yang positif dan inklusif dapat menngkatkan rasa memiliki dan membuat siswa merasa di hargai dan termotivasi untuk belajar.	√		
	Siswa mendapatkan perhatian yang sama baik yang mengerti ataupun yang tidak mengerti dalam proses pembelajaran	√		
Achievement	Siswa mengerjakan tugas bahasa ingris dari yang mudah ke soal yang sulit sesuai bimbingan guru.	√		Siswa tidak dapat menyelesaikan dengan baik tugas yang di berikan guru.
	Siswa dapat menyimpulkan pelajaran yang di jelaskan guru pada akhir pelajaran.		√	Siswa tidak mampu menyimpulkan dengan menggunakan bahasa ingris.

Activities	Siswa tertarik belajar bahasa ingris karena guru menyampaikan materi menggunakan media seperti (video,song, ppt)		√	Siswa terilhat sibuk mengerjakan kegiatan lain yang tidak berhubungan dengan bahasa ingris.
	Siswa di minta berkelompok untuk menyelesaikan tugas pada hari itu dan langsung mempresentasikan hasil kerja kelompok mereka		√	Siswa di minta untuk mempresentasikan hasil kerja kelompok mereka pada pertemuan selanjutnya.
	Siswa di minta mengerjakan quiz dengan menggunakan teknologi quizizz sebelum pelajaran di mulai		√	Namun siswa di minta menyebutkan
Attitude	Siswa percaya diri saat di minta berbicara di depan kelas.		√	Siswa tidak percaya diri saat di minta menyampaikan hasil kerja mereka dengan bahasa ingris.
	Siswa menghargai guru yang berbicara di depan kelas saat proses pembelajaran berlangsung.	√		
Agency	siswa mendapatkan kesempatan untuk memilih kelompok mereka sendiri atau bekerja secara mandiri.		√	Guru membagi kelompok belajar.
	Siswa di berikan tanggung jawab untuk mengerjakan tugas dan kapan mereka siap untuk di periksa.		√	Siswa di berikan tanggung jawab mengerjakan tugas , namun guru juga menetapkan kapan tugas mereka akan di peiksa.
	Siswa di perbolehkan mengerjakan tugas sesuai gaya belajar mereka sendiri	√		

OBSERVATION CHECKLIST

Observation checklist related students motivation in learning English in the first-grade at SMAN 1 Banuhmpu.

INDICATORS	DESCRIBTIONS	CHECKLIST		NOTE
		YES	NO	
Affect	Siswa termotivasi dalam belajar bahasa ingris adanya dorongan dari guru baik verbal-non verbal seperti pujian dan senyuman untuk membangun kepercayaan diri siswa	√		
	Siswa menjaga hubungan kelas yang baik dengan menciptakan lingkungan belajar yang positif dan inklusif dapat menngkatkan rasa memiliki dan membuat siswa merasa di hargai dan termotivasi untuk belajar.	√		
	Siswa mendapatkan perhatian yang sama baik yang mengerti ataupun yang tidak mengerti dalam proses pembelajaran	√		
Achievement	Siswa mengerjakan tugas bahasa ingris dari yang mudah ke soal yang sulit sesuai bimbingan guru.	√		Siswa tidak dapat menyelesaikan dengan baik tugas yang di berikan guru.
	Siswa dapat menyimpulkan pelajaran yang di jelaskan guru pada akhir pelajaran.		√	Siswa tidak mampu menyimpulkan dengan menggunakan bahasa ingris.
Activities	Siswa tertarik belajar bahasa ingris karena guru menyampaikan materi menggunakan media seperti (video,song, ppt)		√	Siswa terilhat sibuk mengerjakan kegiatan lain yang tidak berhubungan dengan bahasa ingris.
	Siswa di minta berkelompok untuk menyelesaikan tugas	√		

	pada hari itu dan langsung mempresentasikan hasil kerja kelompok mereka			
	Siswa di minta mengerjakan quiz dengan menggunakan teknologi quizizz sebelum pelajaran di mulai		√	Namun siswa di minta menyebutkan benda dalam bahasa ingris
Attitude	Siswa percaya diri saat di minta berbicara di depan kelas.		√	Siswa tidak percaya diri saat di minta menyampaikan hasil kerja mereka dengan bahasa ingris.
	Siswa menghargai guru yang berbicara di depan kelas saat proses pembelajaran berlangsung.	√		Beberapa siswa sibuk dengan kegiatan masing2
Agency	siswa mendapatkan kesempatan untuk memilih kelompok mereka sendiri atau bekerja secara mandiri.	√		
	Siswa di berikan tanggung jawab untuk mengerjakan tugas dan kapan mereka siap untuk di periksa.	√		
	Siswa di perbolehkan mengerjakan tugas sesuai gaya belajar mereka sendiri	√		

Interview English Teachers



Observation






TO CLASS


TO CLASS
























