English Language Learning Motivation on Eight Grade Students' of SMP Satria Dharma Perbaungan

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ABSTRACT
The Purpose of this study is to know the students' motivation in learning English at the Eigth Grade of Junior High School Satria Dharma Perbaungan. The researcher took 44 students as the sample. This reseach used qualitative method. In collecting the data, the researcher distributed questionnaire to the respondents to measure their motivation in learning English. In analyzing the data, the questionnaire is assessed by rating scale. The result of this research showed that the students' motivation in learning learning English is 59,31%, and it is categorized into good of motivation. Based on the research finding, it can be concluded that the students have high motivation in learning English.

Kata Kunci	*Motivation in Learning English, Qualitative Research*

INTRODUCTION

Learning English is very important because Johnstone states that, if people learning English, they are gain knowledge, learn subject matter, acquire skills, shape attitudes, develop themselves in a purely linguistic way. English is the study obtained through the learning process. That process of language learning has a significant influence on some students' who are able to obtain English skills. There are four skills including listening, speaking, reading, and writing. The students' have to master all English skill either actively or passively. Students' can be stressed because of the many skills that must be mastered in learning English. The teacher has a role to make learning more enjoyable so students can absorb the lesson well. In order to make students' happy with English lessons, the teacher must know how students are motivated in Learning English.

Learning motivation is the drive or drive that causes a person to learn or study the subject matter. The higher a person's learning motivation, the higher the learning outcomes. In the learning process, learning motivation is a very important aspect. In learning, motivation is needed. Motivation is an essential condition of learning. Learning outcomes will be optimal, if there is motivation. The more precise the motivation given, the more successful the lesson will be. At first, students' did not have a desire to learn, but because there was something they were looking for, there was an interest in learning. This is in line with his curiosity which ultimately encourages

students' to learn. This attitude ultimately underlies and encourages a number of actions in learning. Therefore, the motivation that serves as a driver influences what attitude students' should take in order to learn. Motivation has an important role in the teaching and learning process for both teachers and students'. For teachers to know the motivation to learn from students' is very necessary in order to maintain and increase the spirit of student learning. For students' learning motivation can foster a spirit of learning so that students' are encouraged to do the act of learning. Students' carry out learning activities with pleasure because they are motivated by motivation. Meanwhile, factors from outside of students' that can influence learning are factors of learning methods. Besides students', the most important element in learning activities is the teacher. Teachers as teachers who provide knowledge as well as educators who teach values, morals, morals and social and to carry out this role a teacher is required to have broad knowledge and insight which will later be taught to students'. A teacher in conveying material needs to choose which method is appropriate to the condition of the class or students' so that students' feel interested in following the lessons being taught. With a variety of methods can improve students' learning activities.

In classroom learning, students' learning motivation tends to be low. This is because in learning, teachers have not developed interesting learning strategies or methods so as to encourage students' interest and motivation to be active in the learning. In improving students' achievement, learning motivation is very important. Motivation for students' can develop activities and initiatives, can direct will maintain perseverance in carrying out learning activities. Without motivation sometimes students' are very lazy in learning. Learning motivation plays a very important role in encouraging students' to achieve their learning success.

According to Fillmore H. Standford in the book Mangkunegara (2017) says that "motivation is an organism's energy-giving condition that functions to direct the organism towards certain class goals" (motivation is a condition that moves humans towards a goal, specific purpose). According to Sardiman (2018), motive can be said as a driving force from within and from within the subject to carry out certain activities in order to achieve a goal. In learning activities, motivation is needed to arouse students' enthusiasm for learning so that learning activities can run well. Understanding learning motivation according to Sardiman (2018) is "The overall driving force in students that causes learning activities to occur, which ensures the continuity of learning activities and provides direction for learning activities, so that the goals desired by the subjects can be achieved. achieved". Uno (2017), said that learning motivation is an internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements. From several understandings of learning motivation according to the experts above, it can be concluded that learning motivation is an impulse that arises both from within

students and from outside students, which is able to cause enthusiasm and enthusiasm for learning and provide direction for learning activities so that the desired goals can be achieved.

The researcher had an internship at SMP Satria Dharma Perbaungan and the researcher know about the students bored and disturb in the class when the teacher explain the English lesson so the researcher wanted to know what was the motivation of students' to learn English in class because the researcher saw that the eight graders of SMP SatriaDharma Perbaungan were so lazy to learn English with the teacher so the researcher interested in knowing the various motivations of students' in learning English, entitled English Language Learning Motivation on Eight Grade Students' of SMP Satria Dharma Perbaungan.

RESEARCH METHOD

In this research, the researcher uses a qualitative method. Sugiyono (2015) stated that qualitative research methods are research methods that are used to examine the condition of a natural object, with the researcher as a key instrument, triangulation (combined) data collection, inductive data analysis, and qualitative research results that emphasize meaning rather than generalization." By interacting directly with people, qualitative research aims to learn how they observe, interpret, and characterize the social world. It means that qualitative method is a method of measuring a person's ability, knowledge, or performance in a given domain. The researcher uses the qualitative method to find student's ability.

This research was conducted at SMP Satria Dharma Perbaungan with 44 students.In this research, the participant are 10 students of eight grade of SMP Swasta Satria Dharma Perbaungan. They were choosen based on the following criteria :
- They are from the same class
- They have different English skills
- They have different final score in study English

The researcher was collected data used three instruments, namely observation, and questionnaire. The researcher used a questionnaire to collect the data. The number of the test item are 10 questions for students. The time collects for doing test was do in 60 minutes for 44 students but just 10 students as example. The researcher was give the questions and the students' were answer the researcher's questions.

In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process where by researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. The research data is in the form of categorical scores. In answering to get a score, the researcher first checked the students' right to answer what is the motivation of students'

to learn English will be the data for this research. The following table shows the correct student scores.

Table 1.
The Category of Students' Answer

Category
Excellent
Good
Average
Poor

RESULT AND DISCUSSION

The students were motivated to learn EFL class since teachers in the class always used interesting methods when teaching English to their students, and a pleasant learning environment makes students easier and the spirit of language learning, and when there were students who don"t understand the material in the taught, the students always ask with brave and confident circumstances, then the teacher then re-explain the material in question by students, such as students who said students named Kayla Zulfani, Ibnu Hamka, and Gabriel Simanjuntak.

Kayla Zulfani said "Quite interesting and quite easy to understand, the teacher is quite fun, because teaching with passion, so I join the spirit, conversing, making dialogue in English, going forward to read, because friends are fun, courageous if told to go forward to read dialogue, my feeling Quite happy to learn english".

The other participant, Ibnu Hamka said, "Well fun, because the dialogue in the English material is really fun, in order to move forward to the front of the class to read, easy to understand when Mrs. R teach about conversation, after that just all the material I like, feeling happy".

Gabriel Simanjuntak said, "Yes it is interesting, yes the lesson is fun, because Mr.S spirit of teaching, not very understand, but usually I ask to Mrs. R yes crowded, yes easy to understand, not too, but usually if there is a wrong child in law order forward class, everyone loves, self-made conversations keep coming forward in front of the class, I like".

Those were the results of observation with the interview. Besides that the results of the questionnaire can be seen on the table below.

Table 2.
The Result of Students Questionnaire

NO	Initial Name	Statement										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	MHRS	4	3	2	5	3	3	1	2	3	2	28x100 :50= 56	56
2	MKS	2	5	1	3	2	2	4	3	2	3	27x100 :50=54	54
3	MYA	5	2	2	4	4	4	3	5	5	3	37x100 :50=74	74
4	MFW	3	4	4	5	2	1	2	2	2	5	30x100 :50=60	60
5	PB	4	1	3	3	1	3	4	3	4	2	28x100 :50=56	56
6	RJI	5	3	1	2	3	4	3	4	1	3	29x100 :50=58	58
7	RK	3	4	2	4	4	2	3	2	4	4	32x100 :50=64	64
8	RS	2	2	3	1	5	3	4	3	2	2	27x100 :50=54	54
9	RP	1	5	4	3	3	5	2	4	3	1	31x100 :50=62	62
10	SS	2	3	1	4	2	3	4	5	2	3	29x100 :50=58	58
11	SAY	1	3	2	5	4	2	3	4	2	1	27x100 :50=54	54
12	S	2	3	4	1	3	4	5	2	3	1	28x100 :50=56	56
13	SNR	3	5	2	3	4	1	2	3	5	4	32x100 :50=64	64
14	SR	3	4	2	5	1	2	4	3	5	2	31x100 :50=62	62
15	SR	1	3	4	1	3	5	3	1	2	4	27x100 :50=54	54
16	W	4	3	1	5	3	2	4	1	5	1	29x100 :50=58	58
17	GSS	3	2	1	4	2	5	4	1	3	2	27x100 :50=54	54

18	CBG	3	2	1	4	5	2	4	1	3	2	27x100 :50=54	54
19	MP	5	4	1	2	3	4	1	3	5	2	30x100 :50=60	60
20	IS	3	1	4	5	2	3	4	1	5	3	31x100 :50=62	62
21	PA	5	3	4	1	1	3	5	2	3	1	28x100 :50=56	56
22	Y	3	1	5	3	3	5	1	2	3	4	30x100 :50=60	60
23	APN	4	3	3	3	2	3	2	5	3	1	29x100 :50=58	58
24	A	2	3	4	5	4	4	5	3	2	3	35x100 :50=70	70
25	BN	3	2	1	3	1	2	4	1	5	2	24x100 :50=48	48
26	HI	4	2	3	2	3	3	1	4	2	5	29x100 :50=58	58
27	KWS	1	4	5	4	5	2	3	4	5	3	36x100 :50=72	72
28	MM	3	5	4	3	1	4	3	2	5	3	33x100 :50=66	66
29	MR	5	4	3	3	2	2	4	3	4	2	32x100 :50=64	64
30	NA	2	2	1	1	1	2	5	4	3	1	22x100 :50=44	44
31	RM	3	3	2	4	4	3	2	4	5	2	32x100 :50=64	64
32	SA	4	5	3	3	5	3	2	5	4	1	35x100 :50=70	70
33	BAW	2	4	4	1	2	4	3	1	5	2	28x100 :50=56	56
34	DAP	1	4	5	4	2	3	5	2	4	1	31x100 :50=62	62
35	DN	3	1	3	5	1	2	4	3	1	5	28x100 :50=56	56
36	FS	4	3	2	3	3	1	3	2	4	1	26x100 :50=52	52

37	FA	5	5	3	2	1	3	4	1	2	5	31x100 :50=62	62
38	FN	2	3	1	1	4	2	1	4	2	4	24x100 :50=48	48
39	MAR	4	3	4	3	5	2	4	3	5	1	34x100 :50=68	68
40	MF	1	2	2	5	2	3	2	3	2	2	24x100 :50=48	48
41	MI	3	4	1	3	1	5	2	4	3	1	37x100 :50=74	74
42	MR	4	3	2	2	3	4	3	2	1	5	29x100 :50=58	58
43	KNG	5	2	4	3	4	3	2	3	1	5	32x100 :50=64	64
44	KU	3	4	2	4	2	4	2	3	1	4	29x100 :50=58	58
Mean Arange 2610 : 44 = 59,31													59,31 %

Based on the result, the averange since is 59,31% its mean that the students motivation was in fair category.

The Factor Lies Behind the Motivation in English Learning

The researchers used a motivational questionnaire to find out and analyze the motivation of learning English eighth grade in SMP Satria Dharma Perbaungan. Motivational questionnaire given by the author and given to 44 students in the class. Students are told by researchers to answer 5 questions and 5 statements about motivation. Students answered 10 questions on a scale of 1 to 5 from strongly disagree to strongly agree, and for 5 statements students replied on a scale of 1 to 5 not at all to very much.

Table 3.
The Students Questionnaire on Factor Lies Behind the
Motivation in English Learning

NO	PERNYATAAN	SKOR				
		Sangat Sesuai	Sesuai	Netral	Cukup Sesuai	Tidak Sesuai
1	Saya suka pelajaran Bahasa Inggris karena guru mengajar dengan	15	10	10	7	2

	berbagai cara					
2	Orang tua saya sangat mendukung saya untuk lebih menguasai Bahasa Inggris	20	12	9	3	2
3	Saya yakin dengan kemampuan yang saya miliki dalam belajar Bahasa Inggris	9	10	13	8	4
4	Saya rasa tidak mampu menyelesaikan setiap tugas yang diberikan.	18	21	3	1	1
5	Saya yakin bisa memahami setiap pelajaran yang diajarkan oleh guru.	7	8	10	9	10
6	Menurut saya kegiatan belajar Bahasa Inggris membosankan karena guru hanya menjelaskan materi dengan berceramah saja.	19	7	7	8	3
7	Saya yakin dapat memperoleh nilai terbaik karena tugas-tugas Bahasa Inggris saya kerjakan dengan baik.	11	11	5	9	8
8	Saya tertantang untuk mengerjakan soal-soal Bahasa Inggris yang dianggap sulit oleh teman.	6	3	8	15	12
9	Saya lebih senang mengerjakan soal yang mudah daripada yang sulit.	21	14	4	4	1
10	Saya merasa sangat malu jika mendapat nilai jelek, karena bagi saya itu hal	29	7	5	3	-

yang sangat memalukan.					
Total	155	103	74	67	43

Based on the data above, it can be described as follow the motivation in english language learning statement; (1) Statement number 1, the researcher concluded, there was 34,09 % students who like the statement as the reason they are motivated to learn English; (2) Statement number 2, the researchers concluded there was 45, 45 % students who are interested in the statement that make them motivated to learn english; (3) Statement number 3, the researcher concluded there was 20,45 % students who believe the statement as the reason they are motivated to learn english; (4) Statement number 4, the researchers conclude there was 40,90% students feel nerveous and confused when do a exercise that the teacher given; (5) Statement number 5, the researcher conclude, there was 15,90 % students who found learning english really interesting in English class as the reason they are motivated to learn english; (6) Statement number 6, the researcher conclude there was 43,18 % students who are agree that the teacher teach with bored; (7) Statement number 7, the researcher conclude there was 25% students who really confident to enjoy learning English as the reason they are motivated to learn English; (8) Statement number 8, the researcher conclude there was 13,63% students who always look forward to the English class as the reason they are motivated to learn English; (9) Statement number 9, the researcher conclude there was 47,72% students who believe that better do easy exercise than difficult as the reason they are motivated to learn english; and (10) Statement number 10, the researcher conclude there was 65,90% students who think by doing their best to learn english as the reason they are motivated to learn english.

Based on the overall data above, it was said that there were related some factors behind the motivation to learn English. Such as the students like the English class used story telling, are interested in the way English is used in conversation, and believe that students will be able to read and understand most of the texts in English if students continue to learn it, and also a bit nervous and confused when students speaking in English class, students also find learning english really interesting, besides students are also motivated ready to expend much effort in learning english, student very enjoy learn english, and student always waiting for class english, student also sure will be able to write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn english.

CONCLUSIONS

The finding of the analysis in the previous chapter enabled the researcher to draw some conclusions as follows:

1. In terms of students 'motivation in learning English, student motivation can be said to enter into moderate class , according to the findings, the researcher concludes that the students' learning motivation is 59,31% from quesionnaire which can be said moderate class, "fair motivation". But also from the results of interviews concluded the students 'motivation to learn English is moderate, students' motivation to learn English because of the fun atmosphere, the teacher who delivered the material well and the material is easy to understand.

2. In terms of the factors behind motivation in learning English, the researcher concludes that there are several factors behind the motivation of students learning English as it is said that it is related to the motivation of English students. Such as they like story telling, are interested in the way English is used in conversation, and believe that the students will be able to read and understand most of the texts in English if students continue to learn it, and also a bit nervous and confused when students speak in English class, Students also find learning English really interesting, besides students are also motivated ready to expend English. Student write in english comfortably if students keep trying hard, and the last students motivated because students think that students do their best to learn english.

3. In terms of the way teacher to motivate the EFL students, the researcher concludes that the teacher motivates the student with the teacher realizes the importance of the motivation, then after that use the variation technique in motivating the student according to the capacity and the need of the student, by knowing the student character, and providing students with insight into English. Teachers must also be good at responding different students in motivating students in class to be motivated. Teacher also motivate students by communicating well by using question and answer techniques that make students motivated to better understand English material that is clearly communicated by English teacher, detailed explanation and quiet way of delivery will make students more comfortable and calm learning English. In addition, teacher also provide knowledge about the importance of learning English to students and give reinforcement to encourage students to learn English again. Teacher motivate students also by providing knowledge about the importance of learning English to students and give a sense of spirit and confidence to students to more spirit of learning English and English teacher also convey to students that English is a tool of international communication and a language of science. Teacher also motivate students to communicate well to students and provide motivation to students by providing insight into the importance of learning English to students. So students better understand what they learn English.

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