

## STUDENTS INTRINSIC AND EXTRINSIC MOTIVATION IN LEARNING ENGLISH AT THE SEVENTH GRADE STUDENTS OF SMP NEGERI 4 SIBORONGBORONG IN ACADEMIC YEAR 2022

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### Abstract

Sianipar, Ida, 180502416. "Students Intrinsic and Extrinsic Motivation In Learning English at the Seventh Grade Students of SMP Negeri 4 Siborongborong in Academic Year 2022".

Motivation is combination of desire and effort made to achieve a goal. Motivation is one of the influential factors in learning. The success of learning depends on high or low motivation of students. Motivation can drive the learners in reaching learning goal. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. When the students are lack of motivation in learning English, they feel not enjoy studying so they will show poor attitude when teaching and learning process so they will be pushed to study English well. When the students are lack of motivation in learning English, they feel not enjoy studying so they will show poor attitude when teaching and learning process. As the result they will not achieve their study well. The formulation of the research problem is how is the student's intrinsic and extrinsic motivation in learning English in the seventh grade of SMP Negeri 4 Siborongborong? The purpose of this research were to: to identify about students intrinsic and extrinsic motivation in learning English in the seventh grade of SMP Negeri 4 Siborongborong. The research design of this research qualitative descriptive. The population of this research was students in the seventh grade of SMP Negeri 4 Siborongborong. The sample is 30 students from seventh-two, the research instrument was questionnaire and interview. The data analysis was using frequency distribution and formula of percentage. The result of this research showed from the students answer in the questionnaire. From the calculation showed that the score of the student's intrinsic motivation is 48,90% and the student's extrinsic motivation is 51,09%. It means that the student in SMP Negeri 4 Siborongborong have higher extrinsic motivation than intrinsic motivation. External motivation can affect students interest in learning English.

**Keywords:** *Intrinsic and Extrinsic Mootivasion, Qualitative Descriptive*

### Introduction

Learning is a process of change in the human personality, and the changes are displayed in the form of and increase in the quality and quantity of behavior such as an increase in skills, knowledge,

attitudes, habits, understanding, skills, power of thought, and other capabilities.

In this era of globalization it is important to learn or speak English as foreign languages. Many people said that in this era of globalization is very

important to master at least English or other foreign languages. *Fakhry stated in his article that able to speak well and fluently Britain no longer is an added value, but it has become demands or needs for every people in today's era of globalization.* This is because almost every activity we always find writing, speakers, news, and even a variety of documents and technical guidelines for the use and improvement of a tool that speak English.

The people around the world cannot deny that the globalization will have a big impact on the nations of the world. Indonesia as one of the countries in the world cannot avoid the influence of globalization.

Indonesian people should master English because of some reasons. Firstly, by mastering English people can communicate with almost all of people in this world with English. English help Indonesian have a better connection with people around the world. As statement of Lia, he said in her article that English is known as a global language because most people in the world speak English. In addition, it help us to make a change for our country and also our live. We can see in this world there are many countries and almost every country has different language. If we are not use English to communicate, it will be difficult to communicate with other people from other country. Because one language that almost of all countries can use is English. Secondly, by mastering English we can communicate with other people around the world and we can get the information easily.

Learning English has been a very important subject. It is become the first foreign language which is taught from Elementary school until university, even it is one of the compulsory subject that take a part in national exam. In addition, it also has its own prestige in Indonesian education and students who have good English will able have more chance in

achieving better education. Even, most of educated people should have learned it. In learning English, students are supported by some reasons. Every student has different reason. Firstly, students want to learn English because they want to get better jobs when they were graduated from the school and it will open your job prospects and increase our standard of living, because many big companies require people with English skills to perform their jobs. Secondly, English gives the students easier access to communicate with others around the world. For instance, now day's students are using English through networks such as Facebook, Twitter, and many others to get in contact. In social network they can practice their English with another people in other countries. Thirdly, English is necessary to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place, he or she will feel more comfortable. This reason will be a motivation that encourages them to learn English.

*Jefiza stated in her thesis that the successful in learning English will depend on motivation.* In other words, learning and motivation are closely bound each other and influence one another heavily. Each student has different difficulties and problems learning English. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It gives effect to the student's motivation to learn English. Some students feel that English is very difficult to study, but they have motivation to study hard for the good achievement. In other hand, some students feel anxiety and bored in learning. As the result, they got low achievement in English. In this case the students or the teacher must have idea to build the students' motivation in learning English, because motivation is the one of important factor to the success of learning English.

Dale H Schunk (2014:5) *says motivation is the process whereby goal-directed activities are instigated and sustained. As a process, we do not observe motivation directly but rather infer its presence from actions and verbalizations. Motivation involves goals that provide the impetus and direction for activities.* Cognitive theories of motivation are united in their emphasis on the importance of goals. Goals may or may not be well formulated and may or may not change with experience, but the point is that individuals are conscious of something that they are trying to attain or avoid. Motivations requires activities-physical or mental.

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. Therefore, *motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well.* From the important of the motivation in learning, some problems of motivation could be found in learning English. In a school has found that some students are lack of motivation in learning English. Some students were thought that English is difficult and they did not understand when they read English book as their material to study. Some time they feel not enjoy studying English and the result they showed poor attitude when teaching and learning process. In addition some students were not satisfied with their English because after learning many years they still could not speak English well.

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a

new language in the classroom setting. By knowing about the students' motivation, teachers can know their students' interest in learning English. So, they can improve their teaching. In learning English each student has various motivations. In this study the writer wanted to know the students' motivation in learning English. So the writer carried out of study entitled "Students' motivation in Learning English in SMP Negeri 4 Siborongborong.

### **Research Questions**

The research is intended to answer the following research question: How is the students' intrinsic and extrinsic motivation in learning English in SMP Negeri 4 Siborongborong?

### **Objectives of the Research**

Based on the research question that mentioned above, purposes of the study are: Identify students' intrinsic and extrinsic motivation in learning English in SMP Negeri 4 Siborongborong.

### **Limitation of the Research**

The research was be conducted in the Seventh Grade of SMP Negeri 4 Siborongborong in the Academic 2021/2022. This research involves 30 respondents as samples. This research will be limited to the learning motivation of the students SMP Negeri 4 Siborongborong . It focused on the Students' intrinsic and extrinsic motivation in learning English.

### **Significance of the Research**

The result of this study is expected to be useful both in theoretically and practically.

Theoretically, the result of this research will give the answer the question at the formulation of the research questions. In addition, this research will give the beneficial contributions to the school as the field of English education about how important the motivations,

both intrinsic and extrinsic motivation to the students to achieve their study.

## REVIEW OF RELATED LITERATURE

### Theoretical Review Motivation

The word motivation is accepted for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. Gardner argued in this case that motivation was considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

To develop understanding of motivation we must know out what it means of motivation, types, sources, role and theories of motivation.

### Definition Motivation

*Dale H. Schunk (2014) The term motivation is derived from the Latin verb movere (to move). The idea of movement is reflected in such common ideas about motivation as something that gets us going keeps us working, and helps us complete tasks, yet there are many definitions of motivation and much disagreement over its precise nature.* These differences in the nature and operation of motivation are apparent in the various theories we cover in this text. For now, we will say that motivation has been viewed as due to inner forces, enduring traits, rewards: beliefs, and affect. Motivation is th process whereby goal-directed activities are instigated and sustained.

### Types of Motivation

According Penny, motivation can be divided in to two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives), both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.

### Intrinsic Motivation

*Dale H Schunk (2014) Intrinsic Motivation refers to motivation to engage in an activity for its own sake. People who are intrinsically motivated work on tasks because they find them enjoyable.* Harmer stated intrinsic motivation comes from within the individual. It means motivation comes from within the individual. It means motivation is a desire which come from inside to do something. *Santrock also stated that intrinsic motivation involves the internal motivation to do something for its own sake (amending in itself).* So intrinsic motivation is the natural tendency to seek out challenges as we pursue personali interest and exercise capabilities, the statement above shown that motivation will be active or has function did not need to stimulate from out side, because every person has a drive to do something.

A more powerful category of reward is one which is intrinsic ally driven with in the learner. *Gage and Berliner stated intrinsic motivation can be found such as in students interest, need and goal in learning.*

### Extrinsic Motivation

*According Penny that the second motivation is extrinsic motivation, it's that which derive from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.* Extrinsic motivations are motive active and function if there is stimulation from

outside an example a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes from within the individual itself or know a intrinsic motivation and the second dis extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. According Gage and Berliner stated this motivation appears or comes from teacher, parents, and environment.

#### Source of motivation

*According to Harmer the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people.* Harmer also explained that there are some sources that affect the student's motivation in learning English:

- a) The society we life in
- b) Significant others
- c) The teacher
- d) The method

#### The Role of Motivation

Motivation is crucial in learning other languages. Pinter said when we learn our first language, it's all a natural part of growing up. People who learn new language, their motivation to learn are related to wanting to fit in with people in their new community. An interesting study in 1999 by Mariane Nikolov, a Hungarian teacher, trainer, and re searcher, shows that children as they get older typically drawn different sources of motivation to learn English. Some of the children are intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake.

#### Theory and the Study of of Motivation

A theory provides a framework for interpreting environmental observations and helps link research and education. Without a theory, research findings are disorganized and have no common referent.

Motivation also typically examined in term of the intrinsic and extrinsic motives of the learner. Intrinsic motivation for example occur when the learner learn for their own self-perceived needs and goals. While, learner who pursue goal only to receive an external reward from someone else are extrinsically motivated.

#### Learning

##### a. Definition Learning

Brown stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

##### b. Theories of Learning

Learning is one of the most important activities in which human sang age in their life. Learning are occur not only in the class but also out side from the class. Various theories of learning have been suggested, and these theories differ for a varied of reasons. A theory, most simply, is a combination of different factors or variable woven together in an effort to explain whatever the theory is about.

#### Motivation for learning English

*Hedge stated that adult learners returning to study may regard language learning as a hobby or cultural pursuit worthy of the educated person, or may have pressing reason for wishing to communicate with English.* Now, in much state school system, where the pupil's future use of English is uncertain, a primary aim is to build communicative potential. Any individual may be influenced by a variety of motivations which will affect such things as anxiety

or attitude, or willingness to try new learning strategies.

## RESEARCH METHODE

### Research Design

The most important requirements and the essential factor in conducting a search are a method of their search. By using a method of research the writer will do the research. Tanzeh stated that the research design is considered by the type of search. While Sukardi explains that research design is all the process needed in designing and implementing search.

In this research the researcher wants to find the student's intrinsic motivation and extrinsic motivation in learning English. In this research the researcher used observation research design with the use of a qualitative approach. Arya et al. stated that in qualitative research, written ratings of people's beliefs, opinions, characteristics, and behavior. A questionnaire was used full when the researcher collects the data on phenomena that cannot be directly observed (such as motivation in learning English).

### Variable

Sugiono explained that there is a research variable which is an attribute or characteristic or value of people, objects or activities that have a certain variation defined by researchers to learn and then be concluded. In this research there is only one variable that is student's motivation in learning English.

### Time and setting of the study

The researcher conducted seventh grade of SMP Negeri 4 Siborongborong 2022. There is one class, VII-2. This research was conducted for 4 days. SMP Negeri 4 Siborongborong is located Jalan Siswa, Regency North Tapanuli. The researcher chose this setting because it has well enough quality. Besides the

students who become subjects come from different intelligences.

### Population Sampling Sample

Population is the object of a subject that has some qualities and characteristics that are chosen to be learned and to be concluded by the researcher. Population based on Arya et al. in Sukardi population is all numbers of well-defined classes of people, events or objects.

This research was conducted at SMP Negeri 4 Siborongborong. The researcher chose seventh grade of SMP Negeri 4 Siborongborong as the research object because the school has well enough quality and it is located near the researcher. In this research the population was all of the students in Seventh Grade SMP Negeri 4 Siborongborong. There is one class that is VII-2. As described in the table below:

**Table 4. Population Data**

Grade	Class	Population
VII	2	30

The concept of sampling involves taking a portion, making observations on the smaller group, and generalizing the findings to the large population from which the sample was drawn. In other words, sampling is the process or technique that is used to take a sample. Sampling has the purpose of gaining information about the process or technique that is used to take a sample.

The writer did the try-out research at SMP Negeri 4 Siborongborong. The writer took a sample of 30 students in 7<sup>th</sup> class at SMP Negeri 4 Siborongborong. There is one class of first year that is VII-2. From those classes, the writer took a sample of 30 students as a sample of this study.

**Table 5. Data Respondents**

Grade	Class	Total Response
VII	2	30

The researcher took 30 respondent. The searcher give questionnaire to the students as many as 20 questions to measure intrinsic motivation and 20 questions to measure extrinsic motivation. Questionnaires present respondents with items or questions asking about their actions and beliefs. Respondents may be asked about the types of activities they engage in an how often or how long they engage in them. The researcher gave 45-1 hours for students to answer the questionnaire. After they are finished, then the researcher collects them again.

#### Technique of Collecting the Data

According to Arikunto data collecting is a systematic and stand dazed procedure to obtain the necessary data. In the process of collecting data, there searcher distributing questioners to the class which selected by using stratified and random sampling.

The Skinner et al (1990) perceived control instrument is an example of a self report questionnaire, as is the Motivated strategies for learning questionnaire (Pintrinch, Smith, Garcia and McKeachie, 1993). For the latter, students rate each item . Liker scales required and individual to respond to a series of statements by indicating whether he or she strongly agree (SA), Agree (A), disagree (D) or Strongly Disagree (SD). However, in this research, the writer adopted Likert scale into four categories: SA, A, D, SD. Each response was assigned a point value, and an individual's score was determined by adding the point values of all the statements. 1 indicated SD, 2=D, 3=A, 4=SA which score 3 and 4 indicated a positive attitude and score 1 and 2 indicated negative attitudes.

We can see the table below:

**Table 6. The Liker Scale Rating**

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

#### Research Instrument

In this research, the questionnaire distributed to know the student motivation in learning English. It consists of two parts of close ended questions which contain about intrinsic and extrinsic motivation. In questionnaire there are forty questions that were written into Indonesia to give easier the students to understand answer the questions. The question number 1-20 are the questions to collect the information about intrinsic motivation and question number 21-40 are questions for extrinsic motivation. In this questionnaire, student were asked to answer the question by choosing four categories SA (Sangat Setuju), A(Setuju), D(Tidak Setuju), and SD (Sangat tidak Setuju). Each students were assigned the question based on their opinion and feeling.

#### Technique of Analyzing the Data

To know about the students motivation in learning English in seventh grade of SMP Negeri 4 Siborongborong, the reasearcher used descriptive qualitative method base on how many students answer questionnaire descriptive table requency distribution, percentage and score.

Then, there searcher determines percentage both intrinsic and extrinsic motivation by the following formula:

$$p = \frac{f}{N} \times 100$$

Where :

P = percentage of intrinsic/ extrinsic motivation

$f$  = frequency of intrinsic/ extrinsic  
motivation  
N = Total of score from questionnaire

**The Result From the Questionnaire of Students  
Intrinsic and Extrinsic Motivation**

QUESTIONNAIRE																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	A	A	A	A	D
2	A	D	A	A	D	D	A	A	A	D	SD	D	A	D	A	SD	A	D	A	SD
3	D	A	SA	A	D	D	A	A	A	A	D	D	D	A	A	D	A	D	A	D
4	A	A	SA	D	D	D	A	SA	SA	A	D	A	D	A	A	D	SA	A	SA	A
5	A	D	A	D	D	D	A	D	A	D	SD	D	A	SD	A	SD	A	D	A	A
6	A	A	D	A	D	D	A	SA	SA	D	SD	A	SD	D	A	D	A	SD	A	SD
7	A	A	D	A	A	D	A	D	A	D	A	A	D	SA	A	A	D	D	A	D
8	SA	SA	SD	SA	A	A	A	SA	SA	SA	SD	A	D	SA	D	A	SA	SD	A	A
9	SA	A	D	SD	D	D	A	A	SA	A	D	SA	SA	SD	A	A	D	A	SA	D
10	A	A	D	A	D	D	A	A	A	D	D	A	D	D	A	D	D	D	A	D
11	SA	SA	D	D	A	SD	A	SA	SA	A	SD	A	D	SD	A	A	SD	D	SA	D
12	SA	A	D	D	D	D	A	SA	SA	A	D	D	D	SA	D	D	D	D	A	D
13	A	D	A	SD	D	D	A	SA	A	SD	SD	D	D	D	D	A	D	SD	SA	A
14	A	A	A	A	A	D	A	A	A	A	D	A	A	A	A	A	D	A	A	A
15	SA	SA	SD	SD	A	SD	A	SA	SA	SD	SD	A	SD	SA	D	D	SD	SD	SA	D
16	A	A	SA	A	D	A	SA	SA	SA	SA	D	D	SD	A	SD	D	D	A	A	SA
17	D	D	A	A	D	A	A	A	A	D	D	D	A	D	A	D	A	D	A	A
18	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
19	SA	A	D	D	A	A	D	A	A	D	D	A	D	D	D	SA	SD	D	SA	D
20	A	A	A	D	D	D	D	D	SA	A	SD	D	D	SD	A	D	A	A	SA	SD
21	A	A	D	A	D	D	A	A	A	D	A	SD	D	D	SD	A	D	D	A	A
22	SA	SA	D	A	D	D	SA	SA	SA	A	D	A	D	D	D	SA	D	A	SA	D
23	A	A	A	A	D	A	A	SA	SA	A	D	D	A	SD	SA	D	A	A	SA	SD
24	A	A	A	A	D	D	A	A	A	A	D	A	D	D	A	D	D	A	A	SA
25	A	D	A	A	D	D	A	A	A	D	D	A	D	D	A	D	D	D	A	SA
26	A	D	A	A	D	D	A	A	A	A	D	D	D	D	A	A	A	A	A	D
27	D	A	A	D	D	A	A	SA	SA	A	D	D	D	D	SA	D	A	A	A	SD
28	A	D	A	SA	A	D	A	SA	A	A	D	SA	D	SD	D	SA	D	A	D	A
29	SA	SA	A	D	A	D	SA	SA	SA	SD	D	SA	D	A	D	A	D	SD	SA	SA
30	SA	SA	SA	SA	D	D	SA	SA	SA	SA	D	SA	D	D	D	SA	SA	SA	SA	SA

RESPONDENCE

SA	9	6	4	3	0	0	4	14	14	3	0	4	1	4	2	4	3	1	11	5	<b>92</b>	<b>4</b>	<b>368</b>
A	17	16	14	15	9	7	23	12	15	14	3	13	6	6	16	10	11	13	18	9	<b>247</b>	<b>3</b>	<b>741</b>
D	4	8	10	9	21	21	3	4	1	9	19	12	20	14	10	14	13	11	1	11	<b>215</b>	<b>2</b>	<b>430</b>
SD	0	0	2	3	0	2	0	0	0	3	8	1	3	6	2	2	3	5	0	5	<b>45</b>	<b>1</b>	<b>45</b>
Total																							<b>1584</b>

QUESTIONNEIRE

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	D	D	D	A	SD	D	SD	D	A	D	SD	A	A	SD	SD	A	D	SD	D	SD
2	D	A	SD	A	D	SD	SA	D	A	SD	SA	SD	A	A	A	D	SD	A	SA	D
3	D	A	D	D	A	D	A	D	SA	D	SA	D	A	D	A	D	D	D	SA	A
4	A	A	D	A	A	A	A	A	A	D	SA	A	A	SA	A	A	D	D	A	A
5	A	D	D	A	A	A	A	A	D	D	A	D	A	A	D	A	A	D	A	D
6	SA	D	SD	A	SD	A	A	A	A	SD	SA	SA	SA	SA	SD	A	A	D	A	D
7	A	D	SD	A	D	SA	A	A	SA	SD	A	A	D	D	D	A	D	D	A	A
8	SA	SA	SD	SA	A	SA	SA	SA	SA	SD	SA	A	SA	SA	SD	A	SD	SA	A	SA
9	A	A	SD	SA	D	SA	SA	D	SA	SD	A	A	SA	SA	A	SA	D	A	D	SA
10	A	A	D	A	D	A	SA	A	A	D	A	A	A	D	D	A	D	A	A	A
11	A	SA	SD	SA	D	SA	SA	SA	SA	SD	SA	A	A	A	SD	A	SD	A	A	A
12	A	A	D	A	D	A	SA	A	A	D	SA	A	D	A	D	D	D	D	A	A
13	A	SA	D	SA	D	SA	SA	A	SA	SD	SA	D	A	SA	SD	A	A	SA	A	SA
14	A	D	SD	A	D	A	A	A	A	D	A	A	A	A	D	A	D	A	A	A
15	SA	SD	SD	SA	A	SA	SA	SA	SA	SD	SA	A	A	D	SD	D	D	SA	A	SA
16	A	D	SD	SA	D	A	SA	D	A	SD	SA	D	D	D	D	D	D	D	A	D
17	D	A	D	A	D	A	A	D	D	D	A	D	D	A	A	D	A	D	A	SA
18	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
19	SA	SA	SD	SD	SD	SA	SA	A	SA	D	SA	A	A	SA	D	A	SA	D	SA	SA
20	A	SA	D	A	A	A	A	A	A	SD	A	D	D	A	A	D	A	D	A	SA
21	D	A	D	A	A	D	A	A	A	A	SA	A	D	A	D	A	D	A	A	D
22	SA	A	D	SA	D	A	SA	SA	SA	D	SA	SA	SA	SA	D	SA	D	SA	SA	SA
23	SA	D	SD	A	A	A	SA	A	SA	D	A	SD	D	D	SD	A	D	D	SA	SA
24	A	A	D	A	A	A	A	D	D	D	A	D	A	A	D	A	D	A	A	A
25	A	A	D	A	D	D	SA	D	A	SD	A	A	D	A	D	SD	D	SD	A	A
26	D	A	D	A	A	D	D	A	D	D	A	A	D	D	A	A	A	D	A	A
27	D	A	A	D	A	A	D	A	A	D	D	A	A	D	A	D	A	A	A	A
28	A	D	D	A	D	A	D	A	A	D	A	A	SA	A	D	A	D	A	A	A
29	SA	D	D	SA	D	SA	SA	SA	SA	SD	SA	SA	SA	SA	SD	A	A	A	D	SA
30	SA	SA	D	SA	SA	SA	SA	SA	SA	D	SA	D	D	D	D	SA	D	SA	SA	SA

SA	8	6	0	9	1	9	15	6	12	0	15	3	6	8	0	3	1	5	6	11	124	4	496
A	15	14	2	18	12	15	11	16	14	2	13	17	14	12	9	18	9	11	21	13	256	3	768
D	7	9	17	2	14	5	3	8	4	16	1	8	10	9	13	8	17	12	3	5	171	2	342
SD	0	1	11	1	3	1	1	0	0	12	1	2	0	1	8	1	3	2	0	1	49	1	49
																							1655

There searcher calculates the students intrinsic motivation by including the total of score from the questionnaire number 1-20 (see appendix 3) in to the formula as follows:

$$\begin{aligned} \text{Percentage of intrinsic motivation} &= \\ &= 1584/3239 \times 100 \\ &= 48,90\% \end{aligned}$$

The researcher calculates the student's extrinsic motivation by including the total of score from the questionnaire number 21-40 (see appendix 4) into ther formula as follows:

$$\begin{aligned} \text{Percentage of extrinsic motivation} &= \\ &= 1655/3239 \times 100 \\ &= 51,09\% \end{aligned}$$

## RESEARCH FINDING AND DISCUSSION

### The Data Presentation

The researcher distributed the questionnaire to the students in SMP Negeri 4 Siborongborong. The questionnaires were distributed to the students to know the students intrinsic motivation and the student's extrinsic motivation. Intrinsic motivation by using 20 items questionnaire that are question number 1 up to number 20. For the students extrinsic motivation by using 20 item questionnaire that are question number 21 up to number 40.

The questionnaire was distributed to the first year of SMP Negeri 4 Siborongborong that is VII-2. In the class there are 30 students as respondents. We can see the result of the students'. From the result of the students respond, we can see the result of counting respond in percentage from the question are of students intrinsic and extrinsic motivation table below.

Furthermore, from the calculation of students Intrinsic and Extrinsic motivation, the researcher finds the percentage that Intrinsic Motivation is 48,90% and Extrinsic Motivation 51,09% It was express that students of SMP Negeri 4 Siborongborong have enough

good extrinsic motivation than intrinsic motivation.

### Discussion

Students Intrinsic Motivation, Based on the presentation of the data above, most of the students answer strongly agree and agree in the questions from questionnaire. It is provider the information that most of the student have motivation in learning English by their intrinsic motivation. Harmer stated that intrinsic motivation comes from within the individual. Students motivated by the enjoyment of the learning process or desire to make them feel better. It is showed that most of the students in SMP Negeri 4 Siborongborong motivated by the enjoyment of the learning process itself or by their internal desire. They want to learn English because it gives them pleasure and develops a particular skill.

There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they want to improve their English language skills, they want to be more at ease with English because it something that they always want to do, and they study English because they enjoy to learn. From those reason the students will drive to make an effort to achieve their reasons and their goals in learning English.

Then, from the calculation of students intrinsic motivation, there search here find the percentage that 48,90% for students intrinsic motivation. It was express that student of Junior High School have enough good extrinsic motivation than intrinsic motivation (Moderate degree of Motivation). Zefiza's finding, she find that mot of students are supported by extrinsic motivation rather than intrinsic motivation. They were motivated by getting good career and continuing overseas.

Students Extrinsic Motivation, From the presentation of the data, it provides the information that higher external motivation factor than internal motivation to improve student's English learning. The students learn English because of some outside factors. Hammer states that extrinsic motivation need to pass an exam, the hope of financial reward or the possibility of future travel. It is showed that some of the student in SMP Negeri 4 Siborongborong motivated by their external desire.

There are some factors that influence the students extrinsic motivation. Firstly, students in SMP Negeri 4 Siborongborong motivated to learn English because of their goals such as they want to get a goodscore in final exam. They want together rewar from the teacher, they want to get a good job and they may want to continue their study overas. Secondly, the students have external sources such as the ciety that the students live in. In Indonesia, English is a second language which is though in the school. Some students may feel that they did not use English in their daily communication with their society. So, the students learning English just a lesson which is though in their school.

From the calculation of the students extrinsic motivation, the researcher finds the percentage that 51,09% for students extrinsic motivation. It showed that some students of SMP Negeri 4 Siborongborong have good extrinsic motivation in learning English.

From the explanation about intrinsic motivation and extrinsic motivation, it is clearly showed that students in SMP Negeri 4 Siborongborong have high extrinsic motivation in learning English than intrinsic motivation. It means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy in learning, they will more easy to join with other cultural group in other

country and they will more easy to communicate with English speaker. So, they can get much information easily. It was line with Emaliana's finding stated that the students have high instrumental motivation in learning English, because they need English for graduation (certificate and title) and higher studies and they think English can make them more knowledge able.

From this finding showed that the students in SMP Negeri 4 Siborongborong have high extrinsic motivation in learning English. This is good for the student and teacher in teaching and learning process. Because, motivation is the one of important thing which is affects students attitude and achievement. In this finding, the students have good motivation, so it will be useful for the teacher to bring the student to be successful in learning English.

## CONCLUSION AND SUGGESTION

### Conclusion

Motivation is an influential factor in teaching learning process. Without motivation, the goal of learning is difficult to be reached. Because the learners effort and desire affect the learn achieve the learning goals. Motivation is crucial in learning other languages. It can drive learners in reaching learning goal. By having motivation students will been enthusiastic in teaching learning process, so they will be pushed to study English well.

There are some reasons why the students have intrinsic motivation in learning English such as students want to learn English because they want to improve their English language skills, they want to be more at ease with English because it something that they always want to do, and they study English because they enjoy to learn. From those reason the students will drive to make an effort to achieve their reasons and their goals in learning English.

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Negeri 4 Siborongborong have good extrinsic motivation in learning English.

From the explanation about intrinsic motivation and extrinsic motivation, it is clearly showed that students in SMP Negeri 4 Siborongborong have high extrinsic motivation in learning English than intrinsic motivation. It means that they study English because they want to improve their English language skills. In addition, they learn English because they enjoy in learning, they will more easy to join with other cultural group in other country and they will more easy to communicate with English speaker. So, they can get much information easily. It was line with Emaliana's finding stated that the students have high instrumental motivation in learning English, because they need English for graduation (certificate and title) and higher studies and they think English can make them more knowledge able.

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Factors influent students motivation in learning English there are two factors that influence students motivation are:

The factors of intrinsic motivation are consisting of interest, need, hobby and goal.

The factors of extrinsic motivation are teacher, parents and environment.

### **Suggestion**

From the result of this research , the researcher recommended some

suggestion to improve the students motivation in learning English.

To the institution (SMP Negeri 4 Siborongborong).

The researcher hopes to the institution to give appreciation to the students who have good achievement. Because by giving appreciation can build the students motivation in learning. Students will supported by their extrinsic motivation.

*For the teachers*

For the teachers in SMP Negeri 4 Siborongborong

From this finding showed that student in SMP Negeri 4 Siborongborong have good motivation in learning English. It will give the advantages for the teacher to bring the students in the English teaching and learning process. Because the students have good motivation in learning, they can easy to achieve their study well. In here, the teacher must build the studens motivation every time they learn. It can be doing by improve their method or strategies in teaching English. In teaching and learning, teacher are hoped to be creative to create good atmosphere teaching.

*For the teachers in general*

The teacher should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and better progress in learning English.

*For the students*

Researcher hopes the students will keep their motivation in learning English. The students should practice English and make it as habit. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English is one of important language in this era.

*For the future res earchers*

It is expected of future searcher to conduct the same research on wider area. This the sis will give some contributions and information for future researcher. So it will be more advantages and beneficial to the development to English education.

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