

## STUDENTS' MOTIVATION BECOMING ENGLISH TEACHER STUDENTS AT STKIP MUHAMMADIYAH MUARA BUNGO

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### Abstract

This research was conducted to find out the students' motivation and factor becoming English department students at STKIP Muhammadiyah Muara Bungo. This research was completed using the qualitative method, case study approach. The data of this research was collected through interview and documentation. This research was conducted in English education department of STKIP Muhammadiyah Muara, involving 20 students as the respondents. Those students were studying in different semesters, semester 2, 4, and 6. The results of this research were obtained, the motivation of students to become English education students at STKIP Muhammadiyah Muara Bungo is, there are indicators or supporting elements that bring a big role in the success of individuals in learning, especially in learning English. By learning English makes, respondents have a feeling of need for satisfaction, self-esteem needs, and self-actualization. Factor motivation of students to become Students of English education at STKIP Muhammadiyah Muara Bungo above is the encouragement of intrinsic and extrinsic factors in learning English. From the above also researcher concluded that students learning English is greater controlled by intrinsic factors than extrinsic.

**Keywords:** *Motivation, Students' Motivation, English Teacher*

### Abstrak

Penelitian ini bertujuan untuk mengetahui motivasi dan factor mahasiswa menjadi mahasiswa jurusan Bahasa Inggris di STKIP Muhammadiyah Muara Bungo. Metodologi penelitian ini adalah penelitian kualitatif dengan pendekatan studi kasus. Metode analisis yang digunakan adalah pengumpulan data berupa studi teori, wawancara, dan dokumentasi. Populasi penelitian ini adalah seluruh mahasiswa jurusan pendidikan bahasa Inggris di STKIP Muhammadiyah Muara Bungo sebanyak 79 mahasiswa, sedangkan untuk sampel penelitian ini adalah 20 responden dari seluruh mahasiswa STKIP Muhammadiyah Muara Bungo semester 2, 4, dan 6. data, penelitian ini menggunakan pedoman wawancara sebagai instrumen yang berisi 34 pertanyaan. Hasil penelitian ini diperoleh, motivasi mahasiswa untuk menjadi mahasiswa pendidikan bahasa Inggris di STKIP Muhammadiyah Muara Bungo adalah, terdapat indikator atau unsure pendukung yang membawa peranan besar dalam keberhasilan individu dalam belajar khususnya dalam pembelajaran bahasa Inggris. Dengan belajar bahasa Inggris, responden memiliki perasaan kebutuhan akan kepuasan, kebutuhan harga diri, dan aktualisasi diri. Faktor motivasi mahasiswa menjadi Mahasiswa Pendidikan Bahasa Inggris di STKIP Muhammadiyah Muara Bungo diatas adalah factor dorongan intrinsik dan factor ekstrinsik dalam pembelajaran Bahasa Inggris. Dari penjelasan di atas juga peneliti menyimpulkan bahwa siswa yang belajar bahasa Inggris lebih banyak dikendalikan oleh factor intrinsik dari pada ekstrinsik.

Kata Kunci: Motivasi, Motivasi Mahasiswa, Guru Bahasa Inggris

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## INTRODUCTION

STKIP Muhammadiyah Muara Bungo is one of Higher Education Institutions which concerns to Education. It has five study programs, English Education Department, Sport Education Department, Elementary School Teacher Training and Education Department, Teknologi Information Department, and Education of Art and Catering Department. The total of students in STKIP Muhammadiyah Muara Bungo has greatly increased from year to year, especially in Elementary School Teacher Training and Education Department, Sport Education Department, and Teknologi Information Department.

English education department was built since 2014. This Department is intended to be a place for learners to improve their knowledge and skills of the English language in the form of the opportunity to write books, novels, and articles in English. In addition to being, a place to develop English language skills, this campus also supports student skills, such as entrepreneurial skills or interpreters. As seen from the chart of the number of new enrollments English education department. In 2016, the numbers of new enrollments in the English Education Study Program were 19 students or increased by 5%, and in the second year 2017, 16 students were studying in the English education study program. This means the total number of students has decreased by 2%. However, in 2018, it had a significant increase of 22 English department students, which means an increase of 5%. In addition, after 2019, the number of freshmen in English learning courses increased again by 3%, or equivalent to 26 students majoring in English department. By 2020, the English

learning program also recruits new students, an increase of 3%, or around 30 Students majoring in English department over the previous year.

Based on the data, the researcher got from the academic department of the STKIP Muhammadiyah Muara Bungo, it can be seen that from 2018 to 2020, the graph of new student admissions, especially in the department of English education department, has increased by 6% so here the researcher sees the motivation of students to study or choose the department of English education department.

Based on the pre-observation by interviewing 26 interviewees, the researcher gained the reasons why they did not choose the English Department to continue their study. Most of the interviewee gave almost similar answer, Such as, "Not interested in the English field" and "English is difficult." Therefore, based on the obtained pre-observation results, the researcher found the reason why English Department study plan is less than other study plans, that is, students' lack of interest in English, and according to some interviewees' opinions that the Elementary school teacher training and education department has great prospect to pass the sivil servant teacher, especially in rural areas.

This case attracted the researcher to gain further information about the students motivation in choosing English Department. To gain more and detail data, the researchers conducted research entitled "Students' Motivation Becoming English Department Student at Stkip Muhammadiyah Muara Bungo."

As it mentioned by Hasibuan (2014: 219) "Motivation is to provide motivation, make people's work passionate, and make them willing to work together, work effectively, and

integrate with all their efforts to achieve satisfaction." Motivation is a psychological condition that encourages someone to do something. In the field of education, motivation of course aimed at achieving the psychological conditions that encourage someone to be enthusiastic about learning Thoifuri (2013: 96). Etymologically, the word motivation comes from the word "motive," which means encouragement, will, reason, or will. Therefore, motivation is the energy that generates and guides individual behavior (Nurjan, 2016: 151).

There have been many motivation theories put forward by experts, here are some expert theories that discuss motivation including, Abraham Maslow (1943), pointed out five basic needs, namely:

1. Physiological needs are the needs that must be met to maintain life. These needs include hunger, thirst, clothing, housing, and gender.
2. The need to feel safe is related to feeling safe, getting rid of the danger, and obtaining protections such as safety, law, fears, and anxiety.
3. Satisfaction of social needs are needs related to human needs and are accepted by others and their groups.
4. The need for self-esteem is the need for self-esteem by others and the environment.
5. The need for self-actualization is to realize the personal desire to become the perfect self.

Motivations have indicators to measure it. As Maknum (2003) said that there are eight important indicators for

measuring learning motivation, namely:

- a. Duration of study
- b. Frequency of learning
- c. Persistence in learning activities
- d. Fortitude, tenacity, and fortitude in the face of obstacles and difficulties, e. Devotion and sacrifice to achieve goals
- e. The level of aspiration to be achieved with the activities carried out
- f. The level of qualification of achievements or products achieved from the activities carried out
- g. The direction of attitude towards the target.

In general, motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. According to Hayikaleng et al (2016: 479-480) state that:

- a. Intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part in. The person might be motivated by the enjoyment of the learning activity or desire to make himself or herself feel better. Here the students are enticed by their intrinsic motivation, they study English because of their internal urge.
- b. Extrinsic motivation (EM) refers to a performance, which an individual performs to gain rewards such as good grades or to increase salary, or to avoid punishment. Here the students learning English are encouraged by their external eagerness, such as looking for a job, doing examinations, and so on.

According to Sanjaya (2010: 256), in terms of its nature, motivation can be

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distinguished between intrinsic motivation and extrinsic motivation:

- a. Intrinsic motivation is the motivation from within the individual, for example, students learn because they are driven by their desires.
- b. Extrinsic motivation is motivation from the outside. Suppose that student's study enthusiastically because they want to be rewarded.

According to Yusuf (2009: 23), learning motivation can arise due to internal and external factors:

#### 1. Internal Factor

##### a. Physical Factors

Physical factors are factors that affect a person's body and appearance, physical factors include nutrition, health, and body function, especially the five senses.

##### b. Psychological Factors

Psychological factors are internal factors related to various aspects that encourage or hinder student-learning activities, this factor is related to the mental condition of students.

#### 2. External Factor

##### a. Social Factors

Social factors are human factors from the environment around students, social factors include teachers, counselors, peers, parents, neighbors, and others.

##### b. Non-social factors

Non-social factors are factors that come from physical conditions around students, non-social factors include air conditions (hot or cold weather), time (morning, afternoon, or night), location (quality of a school is quiet, noisy, or studying), and learning facilities (facilities and infrastructure).

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## RESEARCH METHOD

This research was conducted using qualitative research. It is reconstruct understanding from data sources obtained through human social interactions. In qualitative research, the theory was only used as a reference, proving the importance of ongoing research. Moreover, this current research was a case study focused on examining the background, interactions and condition of a particular community.

The research was conducted at STKIP Muhammadiyah Muara Bungo in English department. The total of English department students was about 94 students. The populations for this research were students of the English Department of STKIP Muhammadiyah Muara Bungo, from 2018 to 2020, or from the 2, 4, and 6 semesters. There were about 79 participants. Then, based on the total population of English Department students at STKIP Muhammadiyah Muara Bungo there were about 79 students. The researcher chose sample of 25% of the total students or equivalent of 20 respondents to be the interview. In using sampling techniques, researcher use non-probability techniques, this non-probability technique is a way of sampling in principle using certain considerations used by researchers. (Sukardi, 2017: 63). There are four types of techniques in choosing a sample of non-probability techniques, one of which is purposive sampling.

The instrument of this research is interview guideline. researchers have prepared total questions are 34 questions. 20 questions of indicators of motivation, and the theory of motivation then 14 questions of types of motivation. The questions that asked the respondent to find out the

information about students' motivation becoming English teacher students and students' factors of motivation becoming English teacher students at STKIP Muhammadiyah Muara Bungo. Researchers conducted this study by visiting the campus, and met the respondents for face-to-face interviews. The duration of the interview data takes approximately 15 minutes to 25 minutes for one respondent.

## RESULT AND DISCUSSION

This research aims to find Students' Motivation Becoming English Department Students at STKIP Muhammadiyah Muara Bungo. In this research, the researcher presented two research questions: what are the students' motivations becoming English Department students at STKIP Muhammadiyah Muara Bungo, and what are the students' motivation factors becoming English Department students at STKIP Muhammadiyah Muara Bungo.

The research was conducted in STKIP Muhammadiyah Muara Bungo. The population that the researcher chose for this research was students English department class 2018 to 2020, from the population, the researcher chose 20 students with the same generation as the population, namely semester 2, 4, and 6 majors of English department STKIP Muhammadiyah Muara Bungo.

In the collecting data, the researcher only used one instrument, it was interview guideline. To obtain the data, the researcher asked 34 questions, those questions were asked to get in-depth information related to students' motivations, and the factors of motivation becoming English Department students at STKIP Muhammadiyah Muara Bungo during

the data collection process researcher visited the campus to meet respondents directly. Then, during the interview process, the researcher recorded the respondents' voices using a mobile phone and recorded the necessary data.

### A. Students' Motivations Becoming English Department Students at STKIP Muhammadiyah Muara Bungo

Based on the results of data analysis of respondents' interview answers, regarding the Students' Motivation Becoming English Department Student at STKIP Muhammadiyah Muara Bungo the researcher found motivation indicators. According to Maknum (2003), there are several types of motivation indicators that researcher develop into several questions to take data from respondents. While this indicator has been adjusted to the findings in this study, the first is the duration of learning, which is when the respondents explain when they are first time respondents learned English, there were 16 respondents who learned English for the first time when they sat down in elementary school. Then for the duration of learning English itself, 7 respondents answered that they had studied English for 10 years. The second, for the frequency of learning English within one week while they were in school, 13 respondents stated that they studied English only once a week. Furthermore, for taking private courses outside of school hours, 13 respondents stated that they had taken lessons to improve their English skills, joined private courses, but they did not mention when they followed the private courses. The third, persistence in learning activities, fortitude, tenacity, and fortitude in the face of obstacles difficulties in learning English, 4 respondents stated that they followed the private course, and the other 4 respondents chose to watch a movie. On the other hand, how respondents' solved

the difficulties in learning English, 8 respondents' said that they used applications and the internet to solve the problems. The fourth, devotion, and sacrifice to achieve the goals, there were at least 7 respondents who had a target to be able to speak English well when they were still in senior high school. In addition, when they were asked about their current target, there were at least 10 respondents who stated that they wanted to be able to speak English well and fluently.

Furthermore, to see how strong the motivation is owned by respondents in learning English, then the theory developed by Abraham Maslow (1943), explained there are at least 5 levels of needs in the individual. From those five levels, researcher took three levels of theory from Abraham Maslow, which was developed into a question to net data on respondents where the two theories used have been adapted to the problems in this study. The first is the social satisfaction of need. When respondents were asked their opinion regarding learning English will make them unique or important people in their environment, 17 respondents said that by learned English makes them become a unique and important person in the environment. Furthermore, when asked for their opinion about the difference in their status with others, 11 respondents said that they have a different social status between other people because of learning English. The second is the self-esteem needed. When the respondents asked for their opinion about how speaking English can increase their confidence, 19 respondents said that learning English increases their confidence because they can use two languages. Then, when asked for their opinion about speaking English to those friendly people, there were at least 14 respondents who said they can become a friendly person because speaking

English made it easier to talk. Furthermore, when the respondents asked for an opinion about learning English allows respondents to get a better education than others, 16 respondents gave an opinion that learning English is important in this era because every university must have a TOEFL score to graduate or continue the education. Then learn English to get a better job than other people. 15 respondents stated that they will get a better job than others because learning English will make them have greater job opportunities than others.

Based on the results, researcher found no similarities in the results of previous studies, in the previous study of Siti Fachraini (2017) with the title "An Analysis of Students' Motivation in Studying English (A Survey Study at UIN Ar-Raniry Banda Aceh) explained that the results of her research were about intrinsic and extrinsic motivation. Then, a previous study belonging to Neng Aprilia et al (2020) with the title "Students' Motivation in Learning English" explained that the result of this research was that the learners are highly motivated in learning English. Furthermore, in a previous study belonging to Rayani and Siregar (2020) explained the percentage of students' learning motivation to learn English.

Therefore, it can be concluded that the Students' Motivation Becoming English Department Student at STKIP Muhammadiyah Muara Bungo is, there are indicators or supporting elements that play a big role in the success of individuals in learning, especially in learning English. The indicator of motivation makes the individual choose realistic goals over the results of the goals to be achieved by the individual, regardless of the magnitude of the risks faced. Then, the data also shows that it has something to do with the theory of motivation developed by Abraham

Maslow (1943), which by studying English makes respondents have feelings of satisfaction of need, self-esteem need, and self-actualization. So, these three things are also one of the motivating factors of respondents to learn English.

### **B. Students' Factors of Motivation Becoming English Department Students at STKIP Muhammadiyah Muara Bungo**

Based on the of data analysis of respondents' interview answers, regarding the Students' Factor of Motivation Becoming English Department Students at STKIP Muhammadiyah Muara Bungo, according to Hayikaleng et al (in Purnama et al, 2019: 540) stated that motivation was divided into two types, namely intrinsic and extrinsic motivation. According to Yusuf (in Rahmawati, 2016: 17) learning motivation can arise due to intrinsic and extrinsic factors. So based on that statement, the researcher found that for most of the students' factors becoming English department students at STKIP Muhammadiyah Muara Bungo as follows, for intrinsic factor 20 respondents gave the answer that they studied English to improve their abilities. 12 respondents said that they felt their speaking skills had increased after learning English.

Furthermore, 20 respondents said that learning English will enable them to meet new people from different parts of the world. They also mentioned that through English they would be getting new friends from other countries. As for the statement that learning English and being able to speak English will make the respondent an educated person, 18 respondents pointed out that learning English will expand their knowledge. In addition, when asked for a statement about learning English will change their point of view, 19 respondents answered

that learning English will make them meet new people, so they will learn the mindset, so it can broaden their outlook. Then, when asked for their opinion about learning English which will make it easier for them when meeting with native speakers, 20 respondents answered that by learning English, they feel more understanding of what is said by a native speaker. 20 respondents stated that English is an international language, and can open a line of communication between the citizens of other countries. Therefore, they can more freely participate in the activities of other cultural groups.

When the respondents were asked about learning English because they want to master a foreign language, 14 interviewees said that one of the reasons they learn English is to learn as many foreign languages as possible. The foreign language the respondent wants to learn is Korean, 8 points. Furthermore, for the extrinsic factor, when they were asked for their opinion on whether learning English to get a job, 19 respondents answered by learning English will make them get a great job, for the job itself, there were 9 respondents others did not answer what job they dream of in the future. When respondents were asked whether they studied English because they wanted to continue their education abroad, 17 respondents answered they wanted to continue their study abroad, while for the destination country to continue their education, Singapore and British were one of the respondents' choices as the destination country to continue their education. When respondents were asked for their opinion about learning English to raise family status, 15 respondents answered by learning English will make them get a great job, and become successful person so they can please their family.

Furthermore, when respondents were asked for their opinion on whether

they studied English because of the encouragement of their parents, there were at least 19 respondents who answered that they learned English on their own volition, to improve the quality of learning, 20 respondents agreed that complete facilities could be provided. Improve the quality of their learning. Meanwhile, for study time, 17 respondents stated that study time affects the quality of their learning, 10 respondents said studying in the morning is the most effective time in learning.

From the results of the analysis data above, it can be seen the similarity between the results of the researcher's research and the previous research study that belongs to Siti Fachraini (2020) with the title "An Analysis of Students' Motivation is Studying English (A Survey Study at UIN Ar-Raniry Banda Aceh), namely from the study found that there are industrial and extrinsic motivation factors that affect student learning motivation.

From the above data on the motivation factors of STKIP Muhammadiyah Muara Bungo students becoming English students, the conclusion can be drawn that the intrinsic and extrinsic factors of learning English are encouraged. In summary, the researcher also concluded that students' learning English is more controlled by intrinsic factors than extrinsic factors.

## CONCLUSION

The purpose of this research is to analyze the students' motivation and factors of motivation becoming an English department student at STKIP Muhammadiyah Muara Bungo, there were 20 students as the sample of this research. Based on the results of data analysis of respondents' interview answers, the researcher found so based

on the results of the analysis data above, the researcher concluded that the motivation Students' Motivation Becoming English Department Student at STKIP Muhammadiyah Muara Bungo is There are indicators or supporting elements that play a big role in the success of individuals in learning, especially in learning English. With the motivation indicator makes the individual choose realistic goals over the results of the goals to be achieved by the individual, regardless of the magnitude of the risks faced. Then, the above data also shows that it has something to do with the theory of motivation developed by Abraham Maslow (1943), which by studying English makes respondents have feelings of satisfaction of need, self-esteem need, and self-actualization. So, these three things are also one of the motivating factors of respondents to learn English.

Based on the data, about the Students' Factor of Motivation Becoming English Department Students at STKIP Muhammadiyah Muara Bungo above is, there is an encouragement from the intrinsic and extrinsic factors in learning English. From the above also researcher concluded that students learning English is greater controlled by intrinsic factors than extrinsic.

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