

FACTORS AFFECTING STUDENTS' LOW MOTIVATION IN LEARNING ENGLISH AT SMK MAMBAUL ULUM JAMBI

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ABSTRACT

This study is purposed to find out factor of affecting students' low motivation in learning English at high school. This study used qualitative case study as the design. To collect the data, the researcher conducted interviews and observations with respondents to find out the problems students' low motivation in learning English..The interview consisted of 12 questions arranged according to the indicator by Gardner and Dornyei. Researchers used data analysis to identify students' low motivation in learning English. The result of this study is the students eleventh grade of SMK Mambaul Ulum Jambi are low motivation in learning English. Then, the factors that affected are: internal factors (students self/individual, students' interest, curiosity) and external factors (family factors, teacher factors, and environment factors). Suggestions for future researchers, it is hoped that this study will serve as a reference for researchers who low the motivation to investigate the same topic and that subsequent researchers will be able to learn more about it.

Key Words : Factors Affecting Students, Low motivation, Students' Problem

A. INTRODUCTION

Successful learning depends on motivation, which some experts discuss in detail. According to Hayikaleng, Nair, and Krishnasamy (2016), a student's motivation has a major role in how successfully they learn English. Motivation originates from inside, and if you support yourself, things will turn out better than they did. English must be learned via academic study. Because it motivates us to improve upon what we have done in the past. Motivation is a key factor in the process of learning a new language and motivates learning. Additionally, English competence is impacted. pupils' drive to produce linguistic results. It is believed that pupils who are highly motivated study English more successfully than those who are less motivated. This influences how well students learn as well.

Both internal and external influences, according to Madonat (2008), have an impact on motivation. The pupils' own motivation is one of the internal elements. Interests, skills, drive, intellectual level, etc. While outside variables might be anything from the community's

environmental circumstances to the environment, including teaching strategies. As a result, if the instructor alters the students' motivation, the students can participate in teaching and learning activities if their motivation is strong. A student's level of motivation has a big impact on their learning outcomes. On the other hand, kids who study without enough learning drive would struggle to comprehend the nature of learning.

It's harder to learn English as a second language. Students need knowledge to study well. As a result, high school students learn and teach English as a foreign language. Students must be motivated to study a second language if they are to succeed in their endeavors. It is widely acknowledged as one of the key elements impacting the rate, continuity, and success of learning by researchers, educators, and students (Dornyei, 2005). Students can take many different shapes in the classroom; some are active and some are quiet. Their internal motivation has an impact on their degree of motivation. It is crucial that motivation is created, and this may be affected by a variety of things. Consequently, researchers must be aware of a variety of that factor.

Researchers discovered various issues with student motivation at SMK Mambaul Ulum based on preliminary study done via observations at the school. According to researchers, SMK Mambaul Ulum is not interested in speaking English. Students who mislead other students and hold up the collection of tasks are present in teaching and learning activities employed in the classroom. Some pupils did not react to the teacher's description of the subject matter or even to the teacher's explanation. The majority of the pupils were absent when class began. Students' difficulties comprehending English classes prevents them from understanding learning English. Therefore, teachers should motivate their students and encourage them to learn according to their motivation.

Faced with the above problems, it became clear that students' motivation for learning English was low. Researchers hope that students can develop good motivation for learning English. The results of this research will help students self-assess their motivations for learning English and also focus on achieving their goals in learning the target language. Teachers can also develop materials that can encourage motivation to communicate fluently in English. In the description above, the researchers do a little research “factor affecting students low motivation in learning English at SMK Mambaul Ulum Jambi”.

B. METHOD

This research conducted at SMK Mambaul Ulumjambi, Jl. Berebah II, RT. 24 Talang Bakung, Kec. Jambi Sel, Kota Jambi. Jambi 36138. A qualitative research method with a case study approach was used in this study. The purpose of this study was to gain insight into the low motivation of SMK Mambaul ulum Grade eleventh students to learn English.. The subjects of this study were students in grade XI. As part of this study, researchers examined a sample of ten of students in the class. Ten students received the highest scores based on the criteria low motivation for English and 'consultation with the English teacher in this class'. Because of this, recruits ten of students from this class as they are less motivated than other students.

To obtain the data, the researchers used two data collection techniques. Therefore, as this study is a case study, the researchers use an in-depth interview technique as the primary technique, followed by classroom observations for validation. In this case, the observer has conducted research at that location by bringing the observation sheet that has been made, the researcher has also made observations in class XI of SMK Mambaul Ulum Jambi with 10 students. Researcher provide a field note for each item in the observation sheet.

C. FINDINGS AND DISCUSSION

Researcher used observation, interview to find out students' low motivation in their learning English. Based on the findings of the conducted interviews, several factors were identified as contributing to students low motivation observed at the research site:

1. Students Self/Individual

Based on observations of results and interviews with SMK Mambaur Ulm students, it was shown that the low motivation of students was mainly due to themselves. They tend to be less active while studying. This means that the students do not really understand the English class. Even if you have limited English skills, you should try to actively participate in English classes to improve your English classes. You can also prepare before the English class starts. In my opinion, the 11th grade students at SMK Mambaur Ulm are having a hard time learning English. Because they lack English vocabulary, it is difficult for them to learn English classes, and it affects their motivation to learn English. As noted by Desi

Desmarahayu Kadir (2018), students do not learn actively in the classroom and tend to remain silent and confused, he said. In addition, they become less attentive to their studies and less able to enjoy their lessons. This suggests that students lack self-motivation and are not actively studying, comprehending or mastering English classes.

2. Students Interest

The 11th generation of SMK Mambaur Ulm Jambi is not very interesting. Related to the previous point, all factors that reduce students' motivation to learn English are problematic. This leads them to think that they are not very interested in learning English. According to Nurlailah (1991:35), interest helps people appreciate and enjoy objects. These results can be read from student observations and interview responses. If the researchers' observations show that the students are not paying attention when the teacher explains the topic, this indicates that the English class is of little interest to the students. They often skip English classes. Furthermore, this finding is supported by the observation that most students are actually not very interested in learning English. If you show your materials to likeable students, they will feel less pressure and enjoy learning English more. Learning English becomes even more active in class.

3. Curiosity

Their lack of curiosity about learning English also affects their grades. In this case, the teacher must act in such a way that the students can read, listen, read, etc., and have the desire and knowledge to learn English. Matthias Gruber explains that this is because curiosity prepares the brain to learn and retain all kinds of information, like a vortex that sucks in everything you want to learn and everything around it. Masu. Curiosity, therefore, is the feeling of liking or disliking the lessons learned from experience and practice by demonstrating among several factors desires, emotions, and a desire to carry out behavioral change processes through actions on various activities. can be interpreted as Seek knowledge and experience in the field of study. In the learning process, students with high learning curiosity can better support learning outcomes, whereas low student curiosity reduces the quality of learning and affects student learning outcomes. Lack of motivation to learn makes students experience laziness, which leads to poor student performance.

4. Family Factors

A factor that influences student motivation may be family influence. Both good and bad children become more dependent on their families, so parental and family support is essential. Families can influence student motivation. Parenting styles also affect how children learn and think, the positive relationship between parents and children, the atmosphere in the home, and the socioeconomic status of the family. In this way, students become more motivated and motivated to succeed in their studies. Research shows that positive family members can motivate students to learn English by encouraging support, reminding them to stay in class, and encouraging them to study hard. As Whitaker (2012) reported, students who lack family and home support perform poorly in school, resulting in low motivation and a lack of moral values and norms.

5. Teachers Factors

Teachers are also one of the main factors that influence students' motivation to learn. Active teachers, passionate teachers, and teachers who bring positivity influence students' motivation to learn English. A teacher who can encourage students to study English more intensively. For example, teachers who teach in different ways and motivate their students to learn English with passion and seriousness. As mentioned earlier, Barse (2015) found that close relationships and good communication between teachers and students increase student motivation.

6. Environment Factors

The environment also influences the motivation of students to learn. And environmental groups still believe this works better than school and makes children less aware of the importance of learning. Research shows that a good environment has a positive impact on students. Loud (Erol & Gezer, 2006; Eryaman et. all. 2010. Ozdemir, 2010) Environmental education is very important to reduce this damage and solve environmental problems. From observations and interviews to students' reactions, internal and external factors were found to have an equal influence on students' decline in motivation to learn English. Both factors affect student motivation equally. However, external factors such as family and environmental factors are becoming very dominant factors. The results of student interviews

and student testimonies indicate that family and environment are the most significant influences on students' lack of motivation to learn English.

D. CONCLUSION

Based on the data discussed in the previous chapter, SMK Mambaurwurm in Grade 11 is less motivated to learn English. This can be seen from the results of interviews and observations. According to the students, the lack of motivation can be attributed to several factors. At least six factors were found in this study: internal factors (students themselves/individuals, student interests, curiosity) and external factors (family factors, teacher factors, environmental factors). The root of these factors is the student. In addition, the study discussed these factors to improve our understanding of low motivation.

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