Abstract: The objective of this research is to know what the factors influencing students’ English learning motivation viewed from their intrinsic and extrinsic motivation at the seventh grade students of SMPN 1 Tenggarong Seberang in academic year 2019/2020. This research is a descriptive qualitative research. Data sources of this research were the English teacher and the seventh grade students of SMPN 1 Tenggarong Seberang in academic year 2019/2020. The researcher conducted observation and interview to collect the required data. In validating the data, the researcher used data source triangulation by comparing the result of observation and interview. This research was analyzed by using Miles and Huberman’s interactive model of data analysis including reducing the data, displaying the data and taking conclusion and verification. Based on the research finding in the result of observation and interview, it can be concluded that the students have high motivation in learning English. Therefore, it can be said the students has two types of motivation. They are intrinsic motivation and extrinsic motivation. There are many factors of intrinsic motivation such us; interest, need, attitude, aspiration and incentive. Then, there are two factors of extrinsic motivation such us; teacher and parent. The students were 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. Through interviewing the students, the researcher found some students’ extrinsic motivation. It showed that some students of SMPN 1 Tenggarong Seberang motivated by their external desire. They were motivated to learn English because of their goals such as they want to get a good score in final examination, they are supported by their parents or they want to study abroad.

Keywords: motivation, learning motivation, English learning

INTRODUCTION

English as a foreign language in Indonesia is acquired through learning process. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2001). English is taught widely at formal school starting elementary school up to universities even at informal school i.e. courses. Therefore, the government compels all of teachers to find a
good way to make students to master English easily. As a foreign language, English mastery also must be appropriated with the students' capability. It will be very impossible in mastering English, if teacher presents hard materials to beginner learner. Furthermore, the custom of using and applying English also influence their capability, because having good skill comes from good habit. According to Broad (1996), the materials served to the students have usefulness, meaningfulness and not odd with the requirements of standardization.

English is also difficult because English has its own language structure. The English language's structure is different from Indonesian language structure. It is more complex. Harmer (2007) also states that language is more than a communication code in which grammar rules and vocabulary can be taught very much the same way as any school subject. Knowing English is not easy, some students do not interested in learning it. However, there are a lot of students who try to know more about English. It is affected by their motivation in learning English. It shows that motivation become a key point in learning English. It is because motivation can influence students’ success. McDonough (2003) state that the motivation of the students is one of the most important factors influencing success or failure in learning the language. Moreover, Brown (2001) also adds that motivation is a factor that influences the high or low of the goal. It means that motivation deals with encouragement and willingness of the act that cause someone to act directly toward the specific goals to be achieved. It shows that the important of motivation in learning English cannot be separated.

Motivation can affect students’ success because motivation influences the way students learn English language. Schunk (1995) supports this idea by stating motivation can influence what, when, how we learn. Students who are motivated will give more attention in learning English. It is the reason why motivation can influence the students’ goal in learning English.

Generally, teacher knows that students have different motivation and character. They also need different attention. Therefore, English teacher tries to provide motivation by trying as much as possible to make the process of learning English as pleasant as possible for them. Brophy (2004) states that learning is fun and exciting. The materials must be matched to the students' interest and abilities. If students are not enjoying learning, the teacher has somehow turned inherently into enjoyable activity.

Knowing motivation by the students can influence teachers’ role in the class, that it way teacher must know what kinds of motivation had by students and how the motivation can influence their learning in the class. Skinner (1993) states that students who have intrinsic motivation will be quicker and easier to achieve their goals because they have motivation inside themselves. A person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better.

Therefore, this research was aimed to find out what the factors influencing students’ English learning motivation viewed from their intrinsic and extrinsic motivation.
REVIEW OF LITERATURE

English Learning and Teaching

Learning is a process of behavior change to the training and experience. The learning process begins with the lack of attention, motivation, and liveliness. Without the attention and motivation, students will not learn (Dimyati and Mudjiono, 2006). Students’ attention will appear if students feel that learning is a necessity. In constructing the knowledge, students need to be active both physically and psychologically. Therefore, the activity is directed to process the experience.

Teaching is transferring information or knowledge from teacher, lecturer, instructor, or tutor to student or learner (Sadirman, 2014). However, teaching is not only transferring the information but also knowledge and skill using certain method in order to make the knowledge or skill owned. While for Sadiran (2014), teaching is organizing or ruling environment as good as in order to give chances for students to learn efficiently. He believes that teaching is also guiding students learning activity and organizing environment to support the learning. Excellent teachers use their voices, gestures, and movements to elicit and maintain attention and to stimulate students’ emotions. Like other performers, teacher must convey a strong sense of presence, of highly focused energy. Davis (1993) states that teaching calls for the trained eye to see what is actually happening, and the trained mind to decide what to do next.

Motivation

Krause, K. L., Bochner, S., & Duchesene, S. (2003) state that the word motivation refers to getting someone moving. When we motivate ourselves or someone else, we develop incentives or we set up conditions that star or stop the behavior. The definition shows us that we want to change someone conditions. For example from lazy into diligent, from unenthusiastic English lesson into enthusiasm. Myers (1996) states that motivation as need or desire that serves to energize behavior and to direct it towards a goal. The definitions show us that motivation is like a recharge to provoke desire and serve to energize behavior to direct it getting achievement. Almost the same definition, Harmer (1988) states that motivation is some kinds of internal drive which pushes someone to do some things in order to achieve something or to reach the goal.

Others definition comes from Bhoje (2015) defines motivation as “psychological forces that determine the direction of a person’s behavior, a person’s level of effort, a person’s level of persistence in the face of obstacles”. Brown (2001) states that motivation is a factor of high or low of the goal. According to Bhoje (2015) describes “motivation as the choice of a particular action, the effort of doing something and the persistance with doing it”. Bhoje (2015) also states that motivation explains why people decide to do something how hard they are going to achieve it and how long they are willing to maintain the activity.

Based on the definitions above, it can be concluded that motivation is an arousal, impulse, emotion or desire that consciously drives one doing particular action and order to achieve goal. In short, motivation in concerned with the factors that stimulate or inhibit the desire to engage in behavior. Motivation is a factor that
can come inside or outside ourselves that encourages people to do something. Motivation will make people work hard to achieve something.

**Kinds of Motivation**

There is concept in the field of motivation introduced by Ryan & Deci (2000) as Self-Determination. They say that Self-Determination Theory categorizes and tells apart diverse kinds of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. They divide motivation into 2 kinds based on source of intrinsic motivation and extrinsic motivation.

1) **Intrinsic motivation**

   Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. According to Brown (2001), intrinsically motivated activities are ones for which there is not apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivation behaviors are aimed at bringing about certain internally rewarding, consequences, namely, feeling of competence and determination.

   Brown (2001) has posited the existence of three subtypes of intrinsic motivation as follow:

   a) To learn (engaging in an activity for the satisfaction of understanding something new, satisfying one’s curiosity and exploration the world)
   
   b) Toward learn (engaging in an activity for the satisfaction of understanding something new, satisfying one’s curiosity and exploration the world)
   
   c) Toward experience stimulation (engaging an activity to experience pleasant sensation)

   Intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. According to Harmer (2007), thus a person might be motivated by the enjoyment of the learning process itself or by the desire to make themselves feel better. People do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivation students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into subject to fully understand it. Emily (2011:4) states that intrinsic motivation is appeared from students personal such as their comfort, happiness and interest. Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves.

2) **Extrinsic motivation**

   Extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Ryan & Deci, 2000). Morris & Maisto (2002) state that extrinsic motivation refers to rewards and praises that are obtained not from the activity, but as a consequence of the activity. Teachers use extrinsic motivation to stimulate learning or encourage
students to perform in a particular way. It is one of the most powerful motivation. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she or he is engaged.

Biggs (2002) states that extrinsic motivation is a standing invitation to students to adopt a surface approach. The student’s focus on their performance and the value or the importance that they attach to the outcome. An extrinsically motivated students performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. The dominated extrinsic motivation including current incentives, strengthening attract, desperate for peer recognition and admiration.

Harmer (2007) states that extrinsic motivation is the result of any number of outside factors. Extrinsic motivation is that which derives from the influence of some kind of external incentives, as distinct from the wish to learn for it is own sake or interest in task. According Gardner and Lambert’s research, there are two main types of extrinsic motivation they are integrative motivation and instrumental motivation. It is considered that integrative motivation is the reasons of students to learn the English language, while instrumental motivation is students’ view of English as a means to get a better job, position, and status in the future life.

Actually, many other factors that can influence upon students’ extrinsic motivation in teaching and learning process as follow:

a) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Harmer (2007) states that teacher’s skill in motivating students should be seen as the central in teaching and learning process. Teacher is the key instrument to handle and organize students in the classroom. According to Penny Ur other sources are certainly affected by the teacher actions: they are success and it is reward, failure and it is penalties, authoritative demands, test and competition.

b) Parents

Harmer (2007:4) states that if the parents are very much against the culture of the language this will probably affect his or her motivation in negative way. If they are very much in favor of the language this might have the opposite effect. This statement means that parents have an important role to motivate their children. They should have to support their children to create their motivation.

c) Environment

Harmer (2007) states that environment is everything which exist around us, which has correlation and gives influence to ourselves. Students will be more interesting if the environment of the classroom is comfortable and halt environment can give better satisfactory both of for teacher and students than conducted in bad environment.

**RESEARCH METHODOLOGY**

The researcher used descriptive qualitative method in this research. Elliot and Kratochwill (1999) state that descriptive study is a research in which the investigator examines and report thing as the way are in an attempt to understand
and explain them. The aim of descriptive research is to provide as accurate account as possible about what is the current practice, how learner do learn, how teachers do teach, what classroom looks like, at the particular moment in particular place.

In addition, qualitative method is a research method which is based on naturalist paradigm that has some characteristics. First, the realities are multiple and holistic. Second are interactive and inseparable. Third, hypothesis is bounded by time and context. Fourth, the causes and effect are impossible to be distinguished. Fifth, the inquiry is value-bond.

Moleong (2006) states that data in qualitative research are collection of information and/or fact in the form of words in sentences that is meaningful. According to Moleong (2006), sources of data in qualitative research are words and actions, the additional data can be documents or other sources. The research data in this research is collected in the form of information about students’ motivation in learning English at the seventh grade of SMP N 1 Tenggarong Seberang.

Sutopo (2001) states that observation is observing and recording of event or circumstances. There are two kinds of observation which are laboratory and naturalistic observation. Laboratory observation is done in laboratory or other setting which is set up by researcher. In the contrary, naturalistic observation is done directly in the class and there is no setting from researcher. In the research, the researcher conducted naturalistic observation. The researcher did observation in learning English for the seventh grade of SMP N 1 Tenggarong Seberang.

Moreover, the researcher made an interview to the seventh grade students of SMP N 1 Tenggarong Seberang. The interview was conducted to ten students, who were chosen randomly. The topic of interview was about students’ motivation in learning English.

The data in this research was analyzed by using interactive model of data analysis including reducing the data, displaying the data and taking conclusion and verification (Milles and Huberman, 1992).

Qualitative research concerns on the trustworthiness to check the credibility of the data. The trustworthiness used is triangulation. According to Moleong (2006), triangulation technique is the technique to check the data by using something beyond the data. He also says that triangulation is mixing of data or method so that the deserve viewpoints or standpoints cast light upon a topic.

Triangulation is essentially a multimedia approach conducted by researchers at the time of collecting the data. The basic idea is that the phenomenon under study can be well understood in order to obtain high-level truth though is viewed from different angles. Viewing angles varying obtained will allow a reliable level of truth. Therefore triangulation is the attempt to check the correctness of data or information from a variety of different viewpoints by reducing as much as possible the differences that occur at the time of data collection and analysis.

According to Denzin (2007) defines triangulation is as a combination or combinations of the various methods used to study phenomena that are different perspectives. The Denzin’s concept is used by qualitative researchers in various fields. According to him, triangulation includes four kinds, method triangulation, inter-researcher triangulation, data sources triangulation and theory triangulation.

Furthermore, in this case the researcher used data sources triangulation. The researcher chose and took the data sources from English teacher and students of the
seventh grade of SMP N 1 Tenggarong Seberang. In validating the data, the researcher compared the data of observation and interview. After observing the process of learning English in the class, the researcher did cross-checking by the theories. Through that the variety of perspectives is expected to obtain valid results.

DISCUSSIONS

The result of the observation showed that the students at the seventh grade of SMP N 1 Tenggarong Seberang had high motivation. The students had two types of motivations, they are intrinsic motivation and extrinsic motivation.

The result of the first observation, the students paid attention to the explanation given by the teacher. Therefore, it could be said the students were motivated to learn in learning process. The students who have a need is one who lacks something that a given activity or outcome can provide. Thus a “need for affiliation” is satisfied by friendly relationship with other person. A “need for achievement” can be met with a corresponding increase in satisfaction by success in attaining some goal requiring effort.

The result of the second observation of second meeting, the students were motivated to show their ability to learn in learning process. The students who have a need is one who lacks something that a given activity or outcome can provide. Thus a “need for affiliation” is satisfied by friendly relationship with other person. A “need for achievement” can be met with a corresponding increase in satisfaction by success in attaining some goal requiring effort.

The result of the observation of third meeting, the students are motivated to show their ability. The students are motivated to learn in learning process. It can be said that the students show their ability in learning English, it helps them to reach the goal of learning. So an attitude involves emotion (feeling), directionality (for or against), and objective (to something). Attitudes like motive arouse and direct purposeful activity.

The result of the observation of the fourth meeting, the students had high aspiration. A students aspiration is his hope or longing for a certain kind of achievement, with a certain level of aspiration. The students made a little effort and students have levels of aspiration that mobilize and direct activity toward such goals.

The result of the observation of fifth meeting, the students are motivated to learn English and always do the assignment. Therefore, it can be said the students were motivated to do the assignment as a challenge. The students’ motivation can be a media that help students to study English and reach the purpose of learning. The students had positive task orientation.

Based on the result of the observation, it can be described the students’ motivation in learning English was high motivation. Therefore, it can be said the students had two types of motivations, they are intrinsic motivation and extrinsic motivation. Intrinsic motivation is a type of motivation that comes from inside of the students. Extrinsic motivation is a type of motivation that influenced by external factor. The students had many factors that influence motivation in learning English as media to arouse students to reach the goal of learning.

The result of the interview showed the students’ motivation at the seventh grade of SMP N 1 Tenggarong Seberang depends on the characters of the students. They had high motivation in learning English. The students had two kinds of
motivation, they are students’ intrinsic motivation and students’ extrinsic motivation. Based on the result of the interview, the researcher concluded that among 10 students there are 7 students who had intrinsic motivation. The factors in intrinsic motivation were; interest, attitude, need, aspiration and incentive. There were 3 students who had extrinsic motivation, the factors that influence students’ extrinsic motivation such as; teacher, parents and environment.

CONCLUSION
According to the interview of students, the researcher found many students’ intrinsic motivation. The students were motivated by the enjoyment of the learning process itself or by their internal desire. The students wanted to learn English because English lesson gave them pleasure and developed a particular skill. In addition, the students learned English because they were interested in English and wanted to improve their English language. The students learned English because they liked English and it was their desire. The students always did their assignment in English lesson and studied English at home.

Moreover, the researcher found some students’ extrinsic motivation. The students were motivated to learn English because the students had purpose to get a good score in final exam, they wanted to get a reward from the teacher, they wanted to get a good job and they might want to continue their study overseas, they were supported by their parents.

SUGGESTION
Based on the conclusion above, some recommendations are addressed as follows:
1. For the teacher
   The teacher should keep motivating the students in learning English. Moreover, the teacher can give reward if any students can do the best in their presentation and/or get good score.
2. For the students
   The students should study hard to reach the goal of learning. Then, the students should maintain motivation in learning English.

REFERENCES


