

## INFLUENCING FACTORS OF STUDENTS' LEARNING MOTIVATION TO LEARN ENGLISH IN SDN 2 MANTREN

**Humairoh Nur Khasanah, R.Vania Illona Pembayun Partawijaja, Imam Muanas, Chusna Apriyanti**

STKIP PGRI Pacitan

[humairohnur34@gmail.com](mailto:humairohnur34@gmail.com), [vaniaillona29@gmail.com](mailto:vaniaillona29@gmail.com), [Imammuanas94@gmail.com](mailto:Imammuanas94@gmail.com),  
[chusna.apriyanti@gmail.com](mailto:chusna.apriyanti@gmail.com)

### Abstract

This research aims to identify factors influencing student motivation in SDN 2 Mantren, a remote and distant elementary school from the city center. This study is descriptive quantitative research. Data were collected from 20 participants, who were all students from the 1st and 4th grades at SDN 2 Mantren. The research was conducted directly at the school on June 12, 2023, by gathering students in one classroom. The study followed the following steps: finding a school relevant to the topic analyzing data, creating instruments, and collecting data. The result that can be obtained from these intrinsic factors is that 40% are motivated to learn English to make life easier to use in daily life, 30% to interact with foreigners, 10% for further education, 10% feel happy when learning English as a hobby and 5% to improve job prospects. In addition, 50% of students plan to participate in English competitions, 15% plan to study abroad, 10% plan to go overseas for traveling only, and 10% choose to learn English for fun only. However, 5% of students cannot access English language references. Whereas from the extrinsic factors motivation of students surveyed at SDN 2 Mantren, 70% of the supportive environment in English, namely mainly in the school where they learn English 25% of the environment that supports English, at school they also take English lessons outside of school hours and 5% of students do not choose both. Fourteen students have the most references, namely dictionaries, three students have English storybooks, and the rest do not have references. For those who help students when they have difficulty learning English, 60% of students answered parents, 20% responded to tutors, 15% answered teachers at school, and 5% answered no one helped them.

**Keywords:** *English Subject, Extrinsic Factors, Intrinsic Factors, Motivation, SDN 2 Mantren*

### Introduction

Education is one of the fundamental aspects of human life. In education, the motivation of students to learn is crucial. According to Covington, M. V. (2008), motivation is at the heart of the learning process and is the most vital determinant of a student's level of academic achievement. Student motivation is essential in attaining top grades, particularly in English language subjects. Motivated learners are more likely to engage in meaningful language practice, more likely to seek out opportunities to use the language, and more likely to persist in their language-learning journey (Oxford, R. L., 2017). Thus, it is crucial to investigate the factors affecting the motivation of students to learn English.

English is considered one of the most essential subjects in Indonesia. English is internationally recognized as a business, technology, and education language. Crystal (2012) notes that English has become the global language of communication, which has significant implications for individuals and societies. In today's interconnected world, proficiency in English is essential for international communication, academic and professional opportunities, and cultural exchange. Larsen-Freeman and Anderson (2013) argue that English has become the language of the modern world and that proficiency is increasingly essential for contemporary globalizing societies. Proficiency in English opens doors to educational, professional, and cultural opportunities, facilitating communication and understanding across borders. Doran (2018) argues that knowing English is increasingly important in today's globalized world. Mastery of English is a gateway to various educational, professional, and cultural opportunities. Speaking English enables individuals to connect with people from multiple backgrounds, access information, and engage in the global community. Hafidah (2016)

suggests that English is the most essential language in international relations, as it is one of the languages used for international communication. The Indonesian government has declared English as the official foreign language of the country. Currently, English holds a significant place as a vital subject that must be taught to students. Thus, spoken English is crucial for students to keep pace with future competitions. Nevertheless, students frequently struggle with the lack of motivation to learn English.

Student motivation plays a significant role in determining a student's academic success in a subject. According to Rahayu and Wibawa (2021), creating a positive learning environment is essential for achieving optimum learning outcomes. Similarly, various internal and external factors influence children's learning, including their learning approach, strategies, and the learning environment, which should promote well-being and support teaching to enhance student motivation. Internal factors, such as a student's interests, abilities, and attitudes, and external factors, such as the learning environment, teachers, and pedagogical strategies, are all crucial determinants of student motivation. Reeve (2013) suggests internal and external factors contribute to student motivation. Students' beliefs, goals, and self-perceptions play a significant role in the internal motivation to learn. External factors such as teacher support, feedback, and learning environment can significantly impact students' motivation. According to Ryan, R. M., and Deci, E. L. (2017), student motivation is a complex interplay of internal and external factors. Internal factors such as students' sense of autonomy, competence, and relatedness are critical for fostering intrinsic motivation. External factors such as teachers' instructional practices, peer interactions, and school climate can have either a positive or negative impact on student's basis. Thus, it is crucial to examine the factors that affect students' motivation to learn English to enhance student learning outcomes.

According to Deci and Ryan's (2017) Self-Determination theory, student learning motivation can be enhanced by providing enough room to meet their basic psychological needs for autonomy, competence, and positive social relationships. According to the self-determination theory, students who feel autonomous are in control of their learning and believe that they can choose the learning activities that they want to engage in. Students who think competent have confidence in their ability to succeed in learning activities, while those with positive social relationships feel connected to their teachers and classmates in the learning environment. This research aims to identify the factors influencing students' motivation to learn English in primary schools, mainly in rural areas far from the city center. This study employs a quantitative methodology and uses student interviews and questionnaires as a tool for data collection. The sampled participants were primary school students enrolled at SDN 2 Mantren, Punung sub-district. SDN 2 Mantren is a publicly funded primary school in the Nglarangan hamlet of Mantren village, Punung sub-district, in the Pacitan district. SDN 2 Mantren is a school in a village. SDN 2 Mantren implements the Merdeka Curriculum, which restricts the use of the English language to only grades 1 and 4.

Although there have been many studies on this topic, there are gaps in the current literature that could be filled by further research. For instance, Ropovik, I., & Greger, D. (2023) conducted a survey. This study examines the psychometric properties of the Students' approaches to Learning, which measures ten different motivation and self-concept constructs. Akmalia, N.W (2022). The purpose of this study is the investigation of the writing difficulties of grade 3 students, especially in English, the analysis factors causing the students writing challenges, and the research of the efforts made in overcoming the writing difficulties of Year III students in English. Hennebry-Leung, M., Tseng, W., & Gao, X. (Andy). (2023), this study focuses on the agency perspective to examine the motivational orientations that emerge across different mediums of instruction in secondary schools where there are three types of instructional settings. Daayah, E. (2018), this study aims to identify factors that influence the learning motivation of non-English students and evaluate which motivational subfactors have a more significant impact on student learning.

From the research that has been done, there is a gap that must be filled. Ropovik, I., & Greger, D. (2023), which focuses on measuring student motivation, Akmalia, N.W (2022). Which focuses on elementary school students writing mastery. Hennebry-Leung, M., Tseng, W., & Gao, X. (Andy). (2023) focus on the orientation of language learning motivation, and the latest is Dauyah, E. (2018) who examines the motivation to learn English in college students.

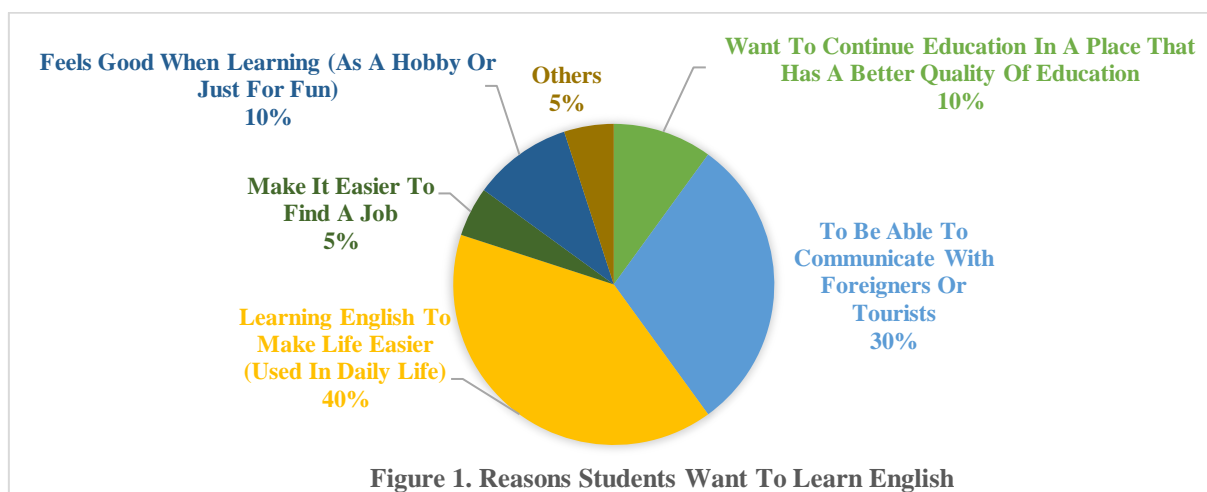
The current study aims to address this research gap. This study presents new findings on the factors influencing the motivation to learn English in primary schools, particularly in rural areas. These findings may be a foundation for designing more effective English language learning programs across primary schools. This study's outcomes significantly impact the Indonesian education sector, particularly in fostering students' motivation to learn English, especially in remote areas.

## Methods

This is a descriptive quantitative study. In the study, 20 students were the respondents, who were all students of grade 1 and grade 4. The observer used the questionnaire print method and interviewed several students to ask questions and clarify the answers written by the students. The researcher asked ten questions, all of which were open-ended questions and five questions for the interview. The data was collected on 12 June 2023 at SDN 2 Mantren. The researcher helped the students to fill in the questionnaire and explain each point of the question so that the respondents did not misunderstand and to reduce confusion in planning the questions. The data collection was carried out in the following way: searching for schools in remote areas, getting permission to conduct observations and determining the date of observation, making instruments for observation, conducting observations by visiting schools and collecting students who will be respondents and briefing respondents. Students as respondents fill in the questionnaire, taking several students for interviews. To analyze the data, the researchers classified the findings. Researchers display data; researchers conclude.

## Finding and Discussion

### The internal factor of student motivation

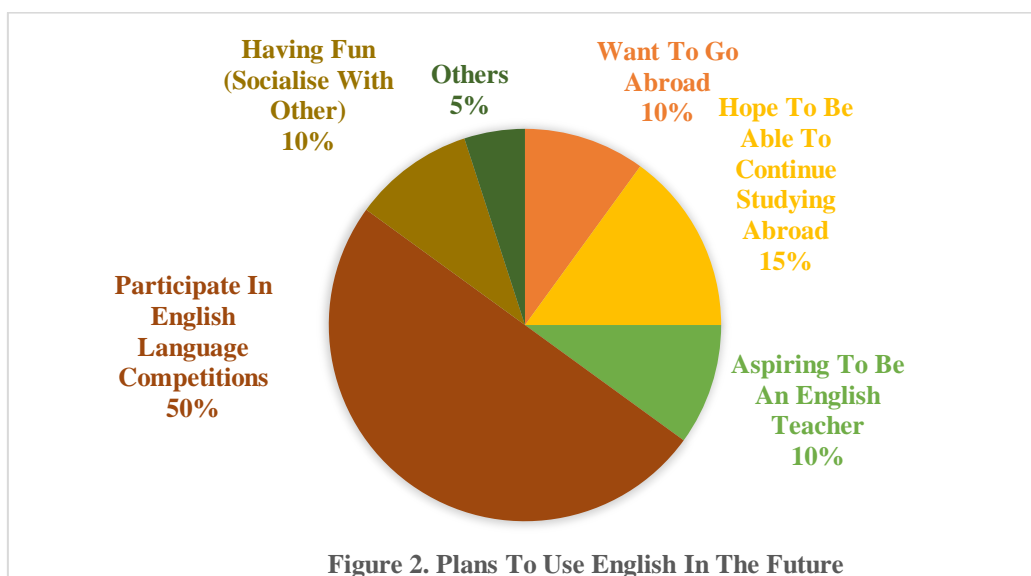


The research findings show that SDN 2 Mantren students have significant intrinsic motivation when learning English. The different reasons for students to engage in English learning are clearly illustrated in the graph.

The most important and common motivation for 40% of students surveyed is the desire to learn English to make their daily lives easier and improve their practical communication skills. This is consistent with Kayla Salsavira and Litaningram (2021) statement that English is

essential for global communication and plays a vital role in various fields, such as business, medicine, transportation, technology, trade, and marketing. I'm here.

In addition, 30% of students expressed willingness to learn English to communicate with foreigners. This demonstrates the importance of language as a tool for intercultural communication. 10% of students choose to continue studying abroad, and 10% prefer to learn English for fun or as a hobby. Finally, 5% of students were motivated to improve their job prospects through their knowledge of English. A further 5% cited 'other options,' and students gave various reasons for this.



In addition to exploring motivations for learning English, the researchers also asked about plans for using their English skills. This study aimed to examine students' plans to use English after they have acquired it. Participation in English competitions was the most crucial plan for the future, up to 50%. Mastering English allows students to compete, earn points, and improve their overall skills. 15% of students choose to study abroad.

This is very attractive, and many scholarships are offered to study abroad. In addition, there are three other reasons for the same 10% share. First, some students expressed a desire to use English to communicate and explore different countries to travel abroad. Secondly, the desire to become an English teacher is also an example of future planning, indicating students' tendency to contribute to their education. Third, for some students, learning English is based on a desire to be friendly and fun, recognizing the role of language in making meaningful connections and enjoying diverse cultural experiences.

Finally, 5% of students gave some other reasons not mentioned. It highlights students' unique and diverse perspectives on using English in life, which spans a range of individual aspirations and goals.

#### **External factors of student motivation**

External motivation factors are external to a person that encourage them to take action or achieve a particular goal. These come from the environment, other people, or external circumstances that motivate a person. Although not necessarily directly related to a person's inner desires or values, extrinsic motivations can influence how a person behaves.

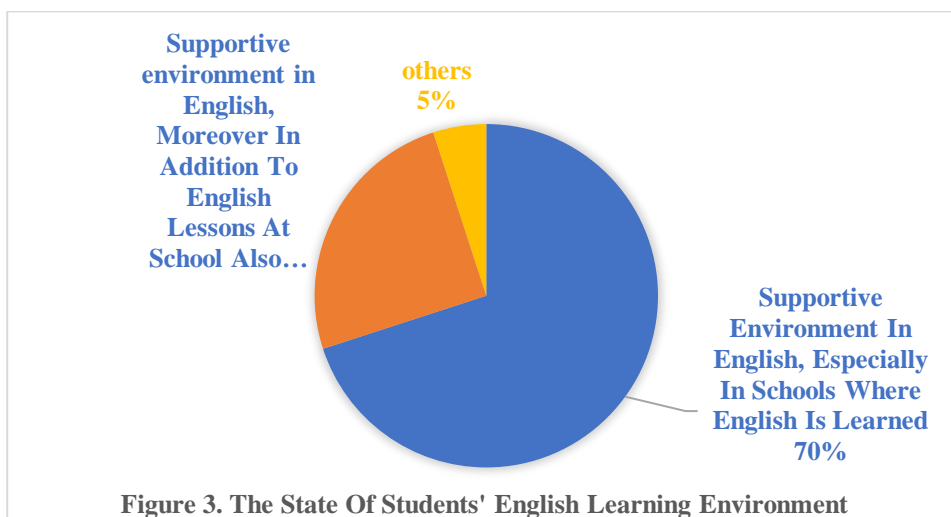


Figure 3. The State Of Students' English Learning Environment

Environmental issues surrounding students are external factors that significantly affect English learning. It is clear from the insightful research findings that student responses highlight the significant impact of the school's English learning environment. A whopping 70% of students say they are satisfied with the highly supportive atmosphere in their school, which is a critical factor in their enthusiasm and progress in learning English.

Additionally, the survey found that 25% of her students use a tutor to learn English. This external support system complements the student learning experience by helping instructors provide individualized attention, customized learning strategies, and additional practice opportunities to improve their language skills and boost their confidence, and 5% of students chose neither.

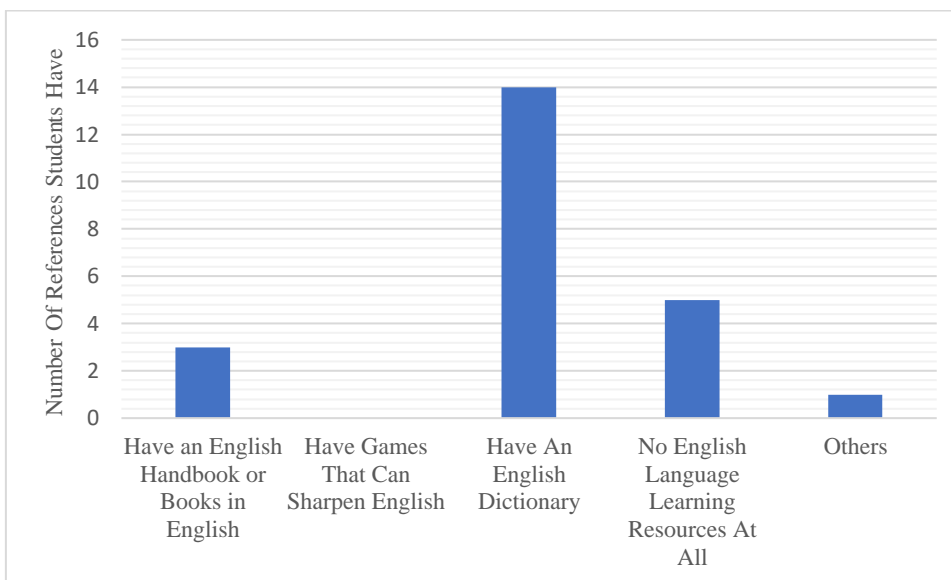


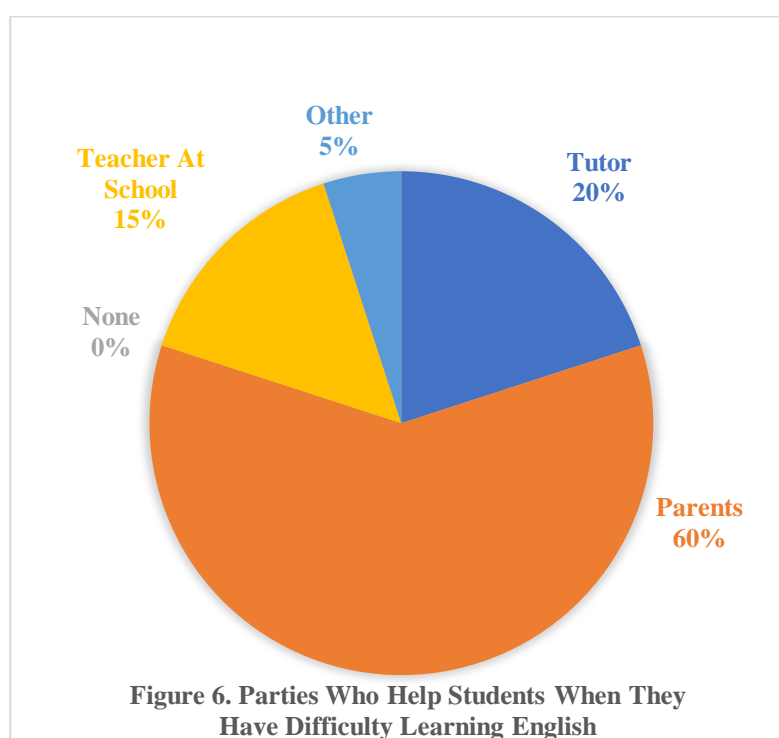
Figure 5. References owned by students

Another external factor that significantly influences student motivation to learn is the availability of diverse and easily accessible reference materials. These resources range from textbooks and picture books to interactive games and English dictionaries. The variety of resources available to students plays a vital role in shaping their language learning experience.

From the data collected, it was clear that translation dictionaries were students' most commonly owned resource. Fourteen students had such resources. These dictionaries are essential for students to understand and interpret English words and phrases and improve their language understanding. The three students directly behind have access to English books,

including fun picture books and comprehensive phrasebooks. Phrasebooks provided critical grammatical rules and vocabulary expansion, but the availability of engaging narration stimulated students' interest in reading and improved their language skills.

According to research results, the rest of the students do not have access to reference materials in English. This means that some students of the SDN 2 Mantra do not have essential teaching materials such as textbooks, picture books, English dictionaries, or other language learning resources that may support and improve their English proficiency. This can hinder language learning and opportunities to practice and use various language materials. Therefore, to create a more inclusive and supportive learning environment and promote equal opportunities for language development among students, it is essential to address these inequalities and give all students equal access to English language reference books. Providing access can play an important role.



The final external factor relates to the people crucial in helping the learner through the difficulties of learning English. From the extensive research, it can be concluded that a significant proportion, 60% of students who experience difficulties in learning English, receive invaluable support from their parents. This demonstrates the paramount importance of the involvement of parents in the English language learning process, as they provide a considerable amount of support and encouragement in their children's educational journey.

In addition, the study found that 20% of students use external tutors to help them with their English language learning. These tutors serve as valuable resources, providing personalized guidance and additional practice opportunities, thereby helping to improve student language skills. Moreover, around 15% of students rely heavily on their school teachers, either directly seeking their help or receiving support through teacher-initiated assistance.

The collective support of parents, tutors, and teachers is crucial in strengthening students' resolve to overcome their language learning challenges and fostering a deeper understanding of the English language. Parents play important roles. Parents must fulfill their children's needs and monitor their children's development. The development includes cognitive development, physical development, emotional development, and communicative needs



(Apriyanti, 2020). By utilizing this multifaceted support system, students gain the confidence to overcome obstacles and become more proficient English language learners. Several other external factors that may significantly impact students' learning experience and motivation to learn English at SDN 2 Mantren were identified based on the findings of this study.

One critical factor identified was the lack of extra-curricular activities focused on English language learning within the school. Extra-curricular activities are essential in providing students with additional opportunities to practice and apply their language skills in real life. Without such actions, students may miss valuable opportunities to reinforce their language learning beyond the regular classroom sessions, potentially impacting their language proficiency development.

The limited feedback and guidance teachers give their students in learning English is another important aspect highlighted in the study. For students to identify their strengths and weaknesses and focus on areas needing improvement, constructive criticism, suggestions, and individualized feedback are crucial. Regular and constructive feedback helps students monitor their progress and allows them to feel confident about their knowledge. Teachers' motivation and commitment to language learning can be positively influenced when they actively provide support and encouragement.

The study also found that students valued praise and recognition from others, including their peers, parents, and teachers. Positive reinforcement acts as a powerful motivator by fostering a sense of achievement and pride in their language learning. Feeling validated and valued boosts their self-esteem and makes them want to excel further in their English studies.

In light of these findings, it is clear that it is crucial to address these external factors to optimize the English language learning experience at SDN 2 Mantren. In addition, creating a culture of positive reinforcement and recognition profoundly affects pupils' motivation and enthusiasm for learning English. Emphasizing these external factors can help to create a more supportive and rewarding English learning environment for SDN 2 Mantren students.

## **Conclusion**

The research findings show that students of SDN 2 Mantren have a significant intrinsic motivation to learn English. Of the students surveyed, 40% are motivated to learn English to make life easier to use in daily life, 30% to interact with foreigners, 10% for further education, 10% feel happy when learning English as a hobby, and 5% to improve job prospects. In addition, 50% of students plan to participate in English competitions, 15% plan to study abroad, 10% plan to go overseas for traveling only, and 10% choose to learn English for fun only.

However, 5% of students cannot access English language references. This also underlines the importance of a supportive learning environment for students to learn English. In contrast, from the external motivation of students surveyed at SDN 2 Mantren, 70% of the supportive environment in English, namely mainly at the school where they learn English 25% of the supportive environment in English, besides at school they also take English lessons outside of school hours, and 5% of students do not choose both. Fourteen students have the most references, namely dictionaries, three reference English storybooks, and the rest have no references. For those who help students when they experience difficulties learning English, 60% of students answered parents, 20% responded to tutors, 15% answered teachers at school, and 5% answered no one helped them.

In this study, students of SDN 2 Mantren have significant intrinsic motivation to learn English. Most students are motivated to improve their daily communication skills and interact with foreigners. In addition, most students plan to join English competitions, and some even plan to study abroad. In terms of the learning environment, most students feel that the atmosphere at school supports learning English, and some students also take English lessons outside school hours. When experiencing difficulties in learning English, most students seek help from their parents.

## References

- Apriyanti, C. (2020). *The parents' role in guiding distance learning and the obstacle during covid-19 outbreak*. VII(2), 68–83.
- Rahayu, D., Wibawa, S. H., & Mitasari, W. (2021). English Camp, Membangun Kepercayaan Diri Anak-Anak dalam Berbahasa Inggris. In *Seminar Nasional Hasil Penelitian dan Abdimas Tahun* (p. 210).
- Hafidah, A. S. (2016). Developing the Lift and Shift Game to Introduce Tenses at the Initial Stage to Children as Young Learners. *Journal of Education and Practice*, 7(5), 7-25.
- Covington, M. V. (2008). Goal Theory, Motivation, and School Achievement: An Integrative Review. *Annual Review of Psychology*, 60, 1-23. doi: 10.1146/annurev.psych.60.110707.163506
- Oxford, R. L. (2017). *Teaching and Researching Language Learning Motivation*. Routledge. Available at: <https://www.taylorfrancis.com/books/teaching-researching-language-learning-motivation-rebecca-oxford/e/10.4324/9781315616066>
- Crystal, D. (2012). *English as a Global Language* (2nd edition). Cambridge University Press. Available at: <https://www.cambridge.org/core/books/english-as-a-global-language/0FBC358CFA0A86D49D08C2C67B504779>
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques & Principles in Language Teaching* (3rd edition). Oxford University Press. Available at: <https://global.oup.com/academic/product/techniques-and-principles-in-language-teaching-9780194423601>
- Doran, P. R. (2018). *English Language Learners: Understanding Their Needs and Improving Their Instructional Outcomes*. TESOL International Association. Available at: <https://www.tesol.org/Bookstore/ItemDetail?iProductCode=9781931185516>
- Reeve, J. (2013). How Students Create Motivationally Supportive Learning Environments: The Conceptualization and Assessment of Mastery Goal Structures. *Journal of Educational Psychology*, 105(3), 705-721. doi: 10.1037/a0032690
- Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. Guilford Publications. Available at: <https://www.guilford.com/books/Self-Determination-Theory/Richard-Ryan-Edward-Deci/9781462532111>
- Deci, E. L., & Ryan, R. M. (2017). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 58(2), 123–131. doi: 10.1037/cap0000116
- Eccles, J. S., & Wigfield, A. (2019). Expectancy–Value Theory of Achievement Motivation. In *Advances in Motivation and Achievement* (Vol. 22, pp. 1-62). Emerald Publishing Limited. doi: 10.1108/S0749-742320190000022001
- Ropovik, I., & Greger, D. (2023). The measurement of motivation and self-concept within the Students' approaches to learning framework. *Psychology in the Schools*. doi: 10.1002/pits.22929
- Akmalia, N. W., Muttaqien, N., Latifah, N., Studi, P., Guru, P., Dasar, S., & Tangerang, U. M. (n.d.). Analisis Kesulitan Menulis Siswa Kelas III dalam Mata Pelajaran Bahasa Inggris di SD Negeri Pondok Bahar 6 Kota Tangerang.
- Hennebry-Leung, M., Tseng, W., & Gao, X. (Andy). (2023). Language learning motivation, learner agency, and the medium of instruction. *Psychology in the Schools*. doi: 10.1002/pits.22935
- Dauyah, E. (2018). FAKTOR-FAKTOR YANG MEMPENGARUHI MOTIVASI BELAJAR BAHASA INGGRIS MAHASISWA NON-PENDIDIKAN BAHASA INGGRIS. *Journal of Scientific Information and Educational Creativity Jurnal Serambi Ilmu*, 19(2).



Keila Salsabilla, S., & Rintaningrum, R. (2021). IMPORTANCE OF ENGLISH FOR DAILY LIFE. <https://www.researchgate.net/publication/355820061>