

## EXPLORING STUDENTS' MOTIVATION IN EFL CLASSROOM

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### Abstract.

*This paper entitled Exploring Students' Motivation in EFL Classroom. Learning English is important for EFL students in globalization era, but they still find it difficult and boring to learn English in the classroom. Students need modifications in learning English in the classroom, because it affects students' learning motivation. Several influenced factors for students in learning motivation are classroom condition, teacher's way of teaching, and learning media (Hammer, 1991 cited in Wimolmas, 2014). Babaae (2012) said that motivation was a crucial factor in define language performance, related to setting/ place and teaching learning elements. A psychological process which refers and shows students' learning behavior is called Motivation (Moreno, R: 2010). This research answer the questions about what factors caused students motivated in learning English, whether power point presentation can be a good motivator in learning English, and what students' type of motivation in learning English. The aimed of the research is to analyze students' motivation in learning English, includes its factors, media and types. The writer conducted descriptive qualitative research method. Observation sheet and some questionnaires are used to get the data. The research participants are 40 students of secondary stage school in SMPN 5 Cirebon. In the end, the conclusion is physical condition as the most influenced motivation factors for students, visual-aids such as power point presentation as learning media in the classroom can be a good motivator for students, 2 and students at the secondary stage of SMPN 5 Cirebon have intrinsic motivation in learning English.*

**Keywords:** *Learning Motivation, EFL Classroom, Visual-Aids, Power Point Presentation*

### Introduction

English has been widely used for communication in every area, as we could see nowadays in internet, entertainment, sciences and educational area. This shows that globalization era always growing as time passes by. In the reality, EFL learners still cannot get well into English learning especially for EFL students in the classroom context. EFL students faced various difficulties or problems in learning English which are affected students' learning motivation; the way teacher explaining learning material, various learning media which are used by the teacher even the classroom situation and condition. Basically, students need to feel comfort in learning to create good result in their language learning. Also as a teacher, it has become a big concern how to make learning process is more meaningful and effective for the students in the classroom. In this case, the researcher tries to discuss about the fact which can motivates students best in learning

English. So that, considering the important of mastering English nowadays, learners' motivation, innovation and variation in learning should be improved, especially for junior high school students.

According to Rehman et al., 2014, motivation becomes one of crucial factors that influenced students' succeed in learning English process. Similarly, Salvin (2001:345) stated that motivation works internally over time which activates, guides and maintains behavior (cited in Rehman et al., 2014). As Guilloteaux & Dornyei (2008) stated that a degree of motivation is needed by the students (cited in Babae, 2012). The learners' motivation can be classified into two types of motivation;

#### **Integrative Motivation**

Based on Ellis (1997) that learners learn a second language to reach their goal; communicating with people from another culture of the second language (cited in Rehman et al., 2014).

#### **Instrumental Motivation**

It has been stated in Rehman et al., (2014), this motivation refers to the practical reason why the learners want to learn about the second language, such as getting the rewards, payment, or getting into college. Since it is difficult enough to distinguish motivation into some types of categories, According to Baily and Garrat (2002 p.49) as proposed in Rehman et al., (2014), motivation has been classified into;

#### **Intrinsic Motivation**

Dornyei (2001) defines this motivation as an action which is done for its own sake to fulfill precious experiences (cited in Babae, 2012).

Extrinsic Motivation, Dornyei (2011) also defines this motivation as an action which is done to get rewards and avoid a punishment (cited Babae 2102).

### **Research Method**

In this research, the writer used descriptive qualitative method and a case study as a research design. Since the writer concerns to identify, investigate and analyze the phenomenon about students' motivation in learning English in EFL classroom context, so it is suitable for the research.

#### **Research Participants**

Secondary stage students around 13-14 years old at SMPN5 Cirebon are used as research participant and English as their second language and Bahasa Indonesia as their language preference. 4

### Technique of Data Collection

The observation sheet and given questioner takes places in four classes to one teacher, ± 40 students with 10 students are picked from each classes. It held twice in each classroom. It means, that total of number of observation is eight times in four classroom.

### Instrument of Data Collection

In this research, data are collected qualitatively. The writer uses observation sheet consisted of field note. Then, questionnaires bring out to confirm the data got from observation. The writer gives questionnaires to students after teaching learning process.

### Technique of Data Analysis

According to Harris in Djamruh (2012) stated in Suhendi (2016), the formula is used to percentage and to interpret the data;

$$P = \frac{f}{n} \times 100$$

Spesification;

P: Percentage

f: Number of participants obtained

n: Total number of participants

To interpret the percentage obtained from the tabulation of data, here are for each category;

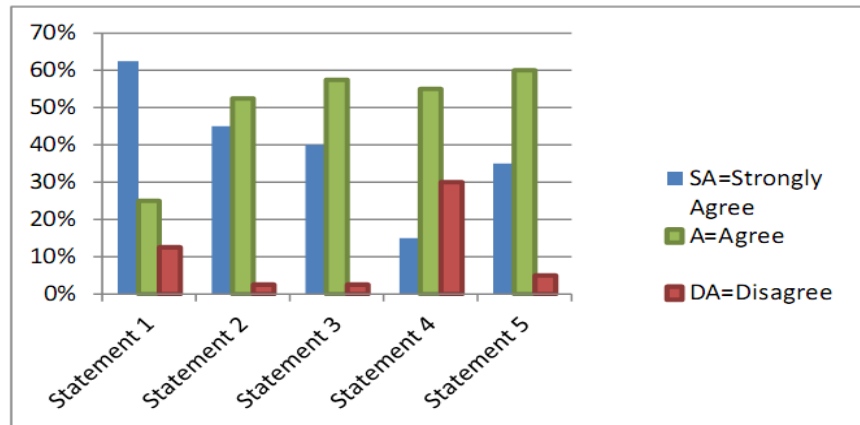
7. Table 3.1 Percentage Interpretation

Percentage (%)	Interpretation
1 – 25%	A small score of the students
26 - 49%	Nearly half of the students
50% - 75%	Half of the student
76 – 99%	Almost all of the students
100%	All of the students

## Results and Discussions

### 1. Students' Motivation Factors in Learning English in the Classroom

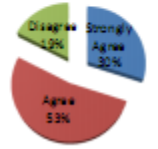
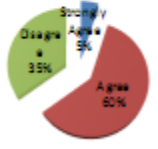
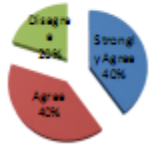
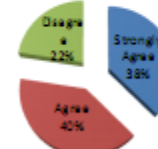
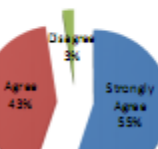
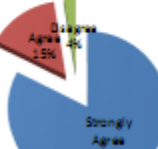
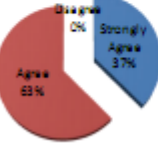
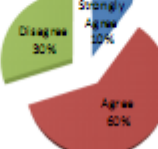
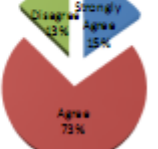
Table 4.4 Analysis of Students' Motivation Factor



Finally, the writer can conclude that half of the students choose statement number 1; physical condition in the classroom as the highest influenced factor in learning English in the classroom. Physical condition includes crowded situation, unpleasant smell, and messy condition influenced them during the learning process in the classroom. In the other hand, the second place is followed by statement number 5; social environment with 60% agreed students. The third place is followed by statement number 3; teacher's figure as the next influenced factor in learning English in the classroom (about 58% students are agreed). The fourth place is statement number 4; level of difficulty that is 55% students agree with it as influenced factors in learning English in the classroom. The lowest percentage is 53% in statement number 2; teacher's way of teaching. So, half of the students agreed that teacher's way of teaching influenced them in learning English in the classroom.

Based on the first questionnaire, physical condition has the highest percentage that reaches 63%. It means half of the students believe that classroom situation and condition is the most factors that can cause students motivated in learning English. Either good or worse classroom condition is. It also has been stated in Hammer (1991, p.4) as proposed in Wimolmas (2014) said that physical condition such as the class condition and situation is one of several influenced factors that will affect students' learning motivation.

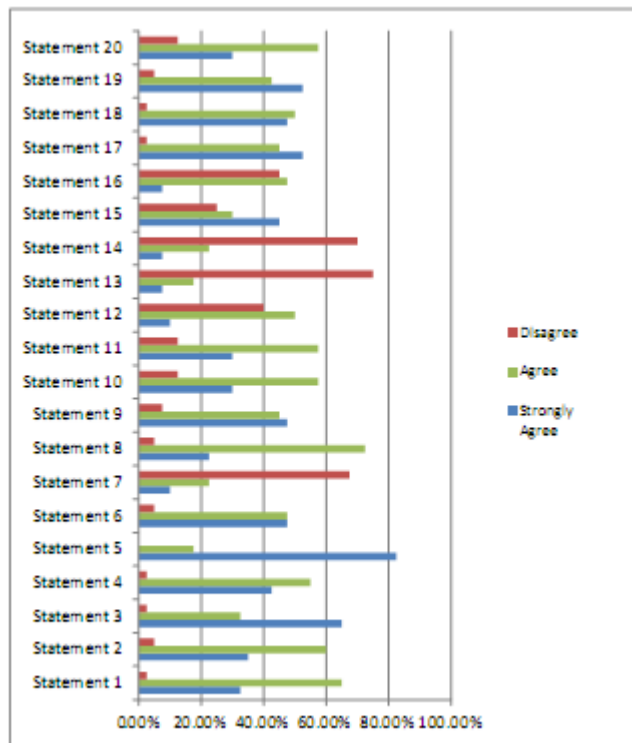
## 2. Power Point Presentation

<p>Statement 1: Classroom interaction is more active when using power point presentation in learning English in the classroom.</p> <p>Figure 4.1</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>10%</td> </tr> <tr> <td>Strongly Agree</td> <td>30%</td> </tr> <tr> <td>Agree</td> <td>53%</td> </tr> <tr> <td>No response</td> <td>7%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	10%	Strongly Agree	30%	Agree	53%	No response	7%	<p>Statement 2: I have more interaction with my teacher during the learning process using power point presentation.</p> <p>Figure 4.2</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>35%</td> </tr> <tr> <td>Strongly Agree</td> <td>9%</td> </tr> <tr> <td>Agree</td> <td>50%</td> </tr> <tr> <td>No response</td> <td>6%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	35%	Strongly Agree	9%	Agree	50%	No response	6%	<p>Statement 3: I have more interaction with my partner during the learning process using power point presentation.</p> <p>Figure 4.3</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>20%</td> </tr> <tr> <td>Strongly Agree</td> <td>40%</td> </tr> <tr> <td>Agree</td> <td>40%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	20%	Strongly Agree	40%	Agree	40%	No response	0%
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<p>Statement 4: Power Point Presentation as media is easy to understand by students in learning English in the classroom.</p> <p>Figure 4.4</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>22%</td> </tr> <tr> <td>Strongly Agree</td> <td>38%</td> </tr> <tr> <td>Agree</td> <td>40%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	22%	Strongly Agree	38%	Agree	40%	No response	0%	<p>Statement 5: Combination between pictures, words and color in Power Point Presentation makes me really enjoy learning English in the classroom.</p> <p>Figure 4.5</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>3%</td> </tr> <tr> <td>Strongly Agree</td> <td>55%</td> </tr> <tr> <td>Agree</td> <td>43%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	3%	Strongly Agree	55%	Agree	43%	No response	0%	<p>Statement 6: Animation and video in Power point presentation makes learning process more interesting in the classroom.</p> <p>Figure 4.6</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>2%</td> </tr> <tr> <td>Strongly Agree</td> <td>83%</td> </tr> <tr> <td>Agree</td> <td>15%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	2%	Strongly Agree	83%	Agree	15%	No response	0%
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<p>Statement 7: Design of Power point presentation's slide attracts my attention in learning English in the classroom.</p> <p>Figure 4.7</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>0%</td> </tr> <tr> <td>Strongly Agree</td> <td>37%</td> </tr> <tr> <td>Agree</td> <td>63%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	0%	Strongly Agree	37%	Agree	63%	No response	0%	<p>Statement 8: Component material in Power Point Presentation challenges me in learning English in the classroom.</p> <p>Figure 4.8</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>30%</td> </tr> <tr> <td>Strongly Agree</td> <td>10%</td> </tr> <tr> <td>Agree</td> <td>60%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	30%	Strongly Agree	10%	Agree	60%	No response	0%	<p>Statement 9: Power point presentation is the best media for learning English in the classroom because it can increase curiosity of students.</p> <p>Figure 4.9</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disagree</td> <td>13%</td> </tr> <tr> <td>Strongly Agree</td> <td>15%</td> </tr> <tr> <td>Agree</td> <td>73%</td> </tr> <tr> <td>No response</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Disagree	13%	Strongly Agree	15%	Agree	73%	No response	0%
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Finally, to answer the second research question whether power point presentation can be a good motivator in EFL classroom, 5 of 9 statements show that half of the students agree with the statements, 2 of 9 shows nearly half of the students agree with the statements, and 2 of 9 statements show that almost of the students said agree with the statements.

The highest percentage is 83% students strongly agree with the sixth point, animation and video in power point presentation makes learning process more interesting in the classroom. Then, the whole result shows that half of the students give positive response towards the questionnaire. So, it is true that power point presentation can be a good motivator for EFL students in learning English in the classroom. Since it can improve students' learning motivation like many teachers have been argued in Harrison (1998) that is why there are many teachers enthusiastic in embracing Power Point Presentation as an instructional tool (cited in Alkash, 2013). In conclusion, half of the students give positive responses towards statements about the benefit of power point presentation in EFL classroom. In other words, it is true that power point can be a good motivator for students in learning English in the classroom.

**Students' Type of Motivation**



In the end, to answer the third research question about which types of motivation that can motivate students in learning English, the writer found that students have intrinsic/integrative motivation as their motivation types in learning English. By looking on the highest data result, it shows almost all of the students give a positive response towards intrinsic motivation. On the

other hand, by looking on the highest percentage data result, half of the students give negative response towards extrinsic motivation. Finally, it has been showed in this research that the students have intrinsic motivation in learning

English in the classroom, learning behavior that comes from the students own will and their own interest. They do learn English for their own sake to fulfill their goal in the future. As in Dornyei (2001) defines intrinsic motivation as an action which is done for its own sake to fulfill precious experiences (cited in Babae, 2012). Also, it has been stated in Ellis (1997) that learners learn a second language to reach their goal; communicating with people from another culture of the second language (cited in Rehman et al., 2014).

### **Conclusion**

This research is aimed to analyze students' motivation factor in learning, whether power point presentation can motivate students in learning, and students' type of motivation in learning English in the classroom.

Here is the conclusion from students' motivation factors;

The writer concludes that the highest motivation factor is 63% in factor of classroom condition and situation such as crowded classroom, messy classroom, and uncomfortable classroom really influenced students in learning process in the classroom. It is half of the students strongly agreed with physical condition as the most factor that influenced students in learning English in the classroom. 10

The writer concludes about power point presentation as a good motivator in the classroom;

The writer also concludes the fact about power point presentation can increase students' motivation and interest in learning English in the classroom. Students from four different classes of SMPN 5 Cirebon give positive response in Power Point as a good motivator in learning English. 5 of 9 statements show that half of the students agree with the statements, 2 of 9 shows nearly half of the students agree with the statements, and 2 of 9 statements show that almost of the students said agree with the statements. So, it is true that power point presentation can be a good motivator for students in learning English in the classroom and, students in the secondary stage school have this type of motivation;

The writer finds that the eighth grade students in SMPN 5 Cirebon tend to have intrinsic/integrative motivation in learning English in the classroom. It clearly shows that intrinsic/integrative motivation has a highest percentage 82.5% agreed with. Otherwise, extrinsic motivation has a highest percentage 75% disagreed with. So, it can be concluded that almost all of the students in eighth grade from four different classrooms at SMPN 5 Cirebon tend to have intrinsic motivation as their type of motivation, so that

means students' learning behavior that comes from the students own will and their own interest.

### Suggestions

Based on the research, the writer suggests that between teacher and students have to concern in their learning environment, about factors that can influence the students' spirit and motivation in learning English in the classroom. Both of students and teachers must take care of everything that can disturb the learning process since the motivation in learning really affect to the students' success in learning English in the classroom. Also, the writer suggests that using a learning media in the classroom is much better for teacher and students. Media makes learning process easier, effective and efficient. It also increases students' interest towards something and makes them more motivated in learning English in the classroom. Then, it is also important for the teacher to know their students' learning behavior especially in learning English because it helps the teacher to know well about the students.

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