

Analysis of Motivation And Learning Interest In The English Speaking Ability of Madrasah Tsanawiyah Students

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ABSTRACT

This study aimed to determine the motivation and interest in learning students' English speaking abilities. This research uses quantitative research. This study also uses the correlational method to examine the contribution between research variables. The variables of this study consist of three, namely: motivation (X1) and interest in learning (X2) are the independent variables, and the ability to speak English (Y) is the dependent variable. This research is located in every MTS student with a research sample of class X students totalling 30, 19 women and 11 men. The instrument used in collecting research data is a questionnaire. Data analysis is divided into three stages: data description, analysis requirements testing, and hypothesis testing. The results of the study can be drawn from the following conclusions. Based on the frequency distribution and percentage of class motivation (X1) (N=30), most students have external motivation, namely 20.4%. Students with moderate motivation, 38.3%, and some others are included in the high category, namely 30.9 %. Based on the frequency distribution and the percentage of interest in learning (X1). Based on class (N = 30), most students had moderate learning interests, namely 53.4%. Some other students were in the upper and lower classes, namely 25.4 and 25.2%, followed by a shallow type of 3.5%. In addition, students' interest in learning is included in the very high category, namely 2.4%. Based on frequency distribution and percentage of spoken English (Y) Based on scores (N=30), most students have moderate English proficiency, namely 40.57%, and some other students fall into the high and low categories, namely 20.3% and 23.4% attended by regular class only. At least 6.59%. Not only that but in the very high sort, no students could speak English.

Keywords: Motivation, Learning Interest, Speaking, Madrasah Tsanawiyah

A. INTRODUCTION

Language is our means of communicating with one another. Language is the ability possessed by humans to communicate with other humans using signs, for example, words and gestures. Or a tool for interacting and sharing, a device for conveying thoughts, ideas, concepts, or feelings. Without language, we cannot interact with others, especially those around us. For example, English people are coming to Indonesia, but we don't understand English, so we won't be able to communicate with these English people (Sari & Lestari, 2019)

Language skills include listening, speaking, reading, and writing skills. Therefore, it can be understood that language learning focuses more on language performance than just knowing the language, namely in the form of performance using language in specific contexts according to the communicative function of language (Y. Abidin & Mulyati, 2017). Children may experience difficulties speaking or speaking problems in learning languages, especially English. A child must be skilled in using vocabulary and procedures use it. The interest and motivation in students are shown by getting high scores, so this becomes a finding that value as a result of learning is the most significant interest and motivation in students.

In simple terms, education can be interpreted as a human effort to build a personality according to society's and culture's values. According to Law no. 20 of 2003 concerning the National Education System in article 1 (2003), it is explained that: education is a planned, conscious effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation, and country. Education is vital in creating quality and potentially human beings because education is the primary means to improve human Resources. Realizing the importance of the education sector, every country competes to enhance the quality of education globally (Hemayanti et al., 2020).

Interest is a constant tendency to pay attention to and remember some activities. "interest is a persistent tendency to pay attention to and enjoy the same activities and or content" (Slameto, 2010). According to Ilham, interest in learning is a preference. Activities or activities will support the smooth running of learning activities (Ilham, 2021). According to Susanto, interest is a Subject-related effect, which includes an interest in and attitude toward the subject matter (Susanto, 2013). Interest is a persistent tendency to pay attention by remembering some activities (Djamarah & Bahri, 2011). Interest has a significant influence on student learning activities.

Interest in learning is a person's desire to be able to participate in learning activities. Astuti suggests that interest in education is a feeling of pleasure or concern in students to gain knowledge (Astuti et al., 2017). Meanwhile, Supardi revealed that interest in learning is an act of changing behaviour that occurs because of a desire in the form attention so that there is a feeling of pleasure (Surahman et al., 2016). Based on this opinion, it can be concluded that interest in learning is a desire by individuals to learn activities that have been carried out with feelings of pleasure and earnestness.

Student learning interest will affect their actions in learning activities. The function of interest in the learning process is as a force that encourages students to carry out learning activities (Astuti et al., 2017). Interest in learning itself certainly has some factors that influence it. Nur'Aini revealed that the factors that influence interest are: a) The inner urge factor; b) The factor of social motives; c) Emotional factors (Nur'Aini & Fajar, 2016). Motivation is one factor that influences the level of student learning outcomes. According to Mulyasa and Wina Sanjaya, the learning motivation process is an essential dynamic aspect (Mulyasa, 2017;

(Sanjaya, 2010). Learning motivation is a condition in an individual with an urge to do something to achieve goals (Agustin, 2015).

Motivation is the will, desire, and power that drive someone to do something (Warti, 2018). Thus the emergence of motivation is characterized by a change in energy within a person that can be realized. According to Wina Sanjaya, a motive is a set that can make individuals carry out certain activities to achieve goals (Sanjaya, 2010). Based on the experts' definitions above, it can be concluded that learning motivation is a series of efforts to provide certain conditions so that someone wants and wants to do something. They will try to negate or avoid that feeling of dislike if they don't like it. So external factors can stimulate motivation, but motivation grows within a person (Emda, 2018).

According to Sardiman, the learning process will succeed if students have good learning motivation (Sardiman, 2006). From this quote, the teacher, as an educator and motivator, must motivate students to learn to achieve the desired goals and behaviour. Students who have good learning motivation will show good learning outcomes. Diligent effort based on reason will give birth to exemplary achievements for students who study. The stimulation intensity will significantly determine the level of learning achievement (Sardiman, 2006). The indicators of learning readiness, namely: 1) Making competencies in class, such as solving math problems by giving prizes in various forms, 2) Explaining the importance of studying hard to get high scores, 3) making remedial exams to improve poor test scores, 4) notifying results by returning the exam answer sheets that have been checked and 5) Giving praise to students (Sihombing, 2021).

To find out students' learning motivation can be seen from the indicators of learning motivation. Hands of learning motivation are diligent in facing assignments, preferring to work independently, tenacious in facing difficulties, able to defend their opinions, showing interest in various problems, quickly getting bored with tasks given routinely, and happy to find or solve something. It is not easy to let go of things that are believed (Emda, 2018). Indicators of learning motivation, namely the desire to succeed, enjoy working independently, the need for learning, the learning environment, future expectations, rewards while studying, and exciting activities in learning (Sari & Lestari, 2019).

The characteristics of learning motivation, according to Uno, can be classified as follows: (a) There is a desire and desire to succeed (b) There is encouragement and need in learning (c) There are hopes and aspirations for the future (d) There is appreciation in learning (e) There are exciting activities in learning (f) There is a conducive learning environment that allows a student to study well (Uno & Junwinanto, 2007). Speaking is one of the most essential basic skills in communication. Someone will be able to participate and interact with others if they can master these aspects of skills. Of course, this aspect plays a significant role in communication. Someone will be lame if they do not master this aspect. It will even interfere with their daily interactions. The ability to speak English can be proven by every student's everyday conversation and social language. Mastering this element requires strong motivation and interest in learning (Laia et al., 2018).

Tarigan says that speaking is a language skill that develops in life which is preceded by listening skills, and it is during this period that speaking skills begin to be learned. Since entering the school world, children are faced with two ranges: a range of language abilities and a range of language attitudes (Z. Abidin et al., 2015). At one end of the stretch, he wanted to speak his mind and on. According to the Big Indonesian Dictionary, speaking is an activity of saying, speaking, speaking, giving birth to opinions with words or verbally, and so on (Education, 2008). Tarigan explains that speaking is the ability to pronounce articulation

sounds or words to express, state, and convey thoughts, ideas, and feelings. Speaking is a system of signs that can be heard (audible) and visible (visible), which utilizes several muscles and muscle tissue of the human body for the purpose and purpose of ideas or ideas that are combined (Tarigan, 2019).

In speaking, attention is not only meant to speak fluently but also to pay attention to the way of delivery which can also be done in a short, concise, but clear way and convey impressive information. Impressive, in this case, means attracting the listener's attention, for example, interspersed with how to say it or creative movements. Based on the current opinion, it can be concluded that speaking is a process of communication between a person and another person or a group of people to express a thought, feeling, or idea verbally to provide information. According to the number of people who speak, there is a monologue and a dialogue.

According to Tarigan, "Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and it is during this period that the ability to speak or speak is learned" (Nur'aeni, 2012). Besides that, Brown describes indicators assessing speaking skills: "grammar, vocabulary, fluency, comprehension, stress or pronunciation" (Laia et al., 2018). English is an international language which is very important to learn. In the world of education, in the 90s, English was understood in junior high school. However, in the 2000s, English was learned in elementary school; some even started it in kindergarten. English is still difficult to understand (Sari & Lestari, 2019).

Dalyono states, "A person who studies with strong motivation will carry out all his learning activities seriously and enthusiastically" (Dalyono, 2005). Conversely, learners with weak motivation will be lazy and not even want to do learning-related tasks. In addition, Ormrod states that "reason directs behaviour to specific goals, increases effort and energy, increases initiative (initiation) and persistence in various activities, and improves student performance to achieve learning achievements (Ormrod, 2011). If students are motivated to learn to speak English, their ability to speak English will also increase. Based on the explanation above, this study aimed to determine motivation and interest in learning on students' English speaking ability.

B. METHODS

This research uses quantitative research with a correlational descriptive research approach. According to Lehmann (Yusuf, 2013), "Quantitative descriptive research is a type of research that aims to describe systematically, factually, and accurately the facts and characteristics of certain populations, or tries to describe phenomena in detail." The training is routinely conducted twice a week for two hours. They are held every Friday from 08.00 – 11.00. and Saturday from 08.00 – 12.00. The implementation will be carried out from 23 August – 22 December 2021.

This study also uses the correlational method to examine the contribution between research variables. The variables of this study consist of three, namely: motivation (X1) and interest in learning (X2) are the independent variables, and the ability to speak English (Y) is the dependent variable. This research is located in every MTS student with a research sample of class X students totalling 30, 19 women and 11 men. The instrument used in collecting research data is a questionnaire. Data analysis is divided into three stages: data description, analysis requirements testing, and hypothesis testing.

C. RESULTS AND DISCUSSION

Based on the frequency distribution and percentage of class motivation (X1) (N=30), most students have a shallow basis, namely 20.4%. Students with a reasonable cause, 38.3%,

and some other students are included in the high category, namely 30.9 %. Based on the frequency distribution and the percentage of interest in learning (X1). Based on class (N = 30), most students had moderate learning interests, namely 53.4%. Some other students were in the upper and lower classes, namely 25.4 and 25.2%, followed by shallow type, 3.5%. In addition, students' interest in learning is included in the very high category, namely 2.4%.

Based on frequency distribution and percentage of spoken English (Y) Based on scores (N=30), most students have moderate English proficiency, namely 40.57%, and some other students fall into the high and low categories, namely 20.3% and 23.4% attended by regular class only. At least 6.59%. Not only that, in the very high sort, no students could speak English. Furthermore, an analysis test can be carried out on research materials based on the type of data analysis technique that will be used to test the research hypothesis can be selected and determined. Hypothesis testing is carried out using simple and multiple linear regression formulas. Therefore, the analysis requirements tests performed on the research data are the normality, linearity, and multicollinearity tests.

The normality test used in this study is the Kolmogorov-Smirnov analysis by comparing the Sig coefficients. or P-value at 0.05 (significance level). Criteria for significance test, namely. Accept H0 if the P-value (sig) > 0.05 means the data is usually distributed. They reject H0 if the P value (sig.) < 0.05 means the data is not normally distributed. Trivariate (subscript) P value > 0.05. The P value of the motivation variable (X1) is 0.523, the learning interest variable (X2) is 0.730, and the English variable (Y) is 0.657. From this, it can be concluded that the three variables in this study are typically distributed.

When a demand analysis test is performed, and all results for each research variable are found to comply with the requirements for further statistical testing, a hypothesis test is performed. There are three research hypotheses in this study, namely, as follows. (1) MTS students get significant incentives for their English skills. (2) MTS students are very interested in learning English skills. (3) MTS students' English skills have the same motivation and interest in learning. The contribution of motivation and interest in learning to the ability to speak English can cause the level of students' English proficiency to be determined by the level of motivation and interest of the students themselves. Therefore, to improve students' English language skills, high motivation and interest in learning are needed from the students themselves.

The results of the descriptive analysis show the overall average (S) level of English proficiency of MTS students, with an average score of 67.01. This means that students have sufficient knowledge of English due to their learning activities and provide evidence of their seriousness in carrying out their learning activities. This aligns with what Fahrawaty (2014) said: "The need for the world community to master English is increasing rapidly. Even in some countries, English is a second language after the national language. Crystal (Fahrawaty 2014) states that "more than 100 countries use English in their curriculum".

Based on the results of data analysis, the overall average (S) of students' motivation is known, with an average score of 52.77 and the skills of the respondents 65.8. %. That is, students are quite motivated to learn English. Purwanto (2007) states that motivation is a prerequisite for learning, so students avoid bad learning behaviours such as lazy learning, dropping out of school, etc. Without motivation, actions such as learning will not occur. Whatever people do, important or less important, risky or not risky, the motivation is always there, including the motivation to learn English.

According to Dalyono (2010): "A person who learns with strong motivation earnestly and enthusiastically realizes all learning. On the other hand, those with weak motivation are

lazy to study and don't even want to complete learning-related tasks. In addition, Ormrod (2008) states that "motivation directs behaviour towards certain goals, increases effort and energy, increases initiative (ability to initiate) and persistence in various activities, and increases student achievement." Achieve learning success. The motivation of those who can learn to speak English also increases their ability to speak English. Conversely, students with low or weak motivation appear indifferent, give up easily, do not concentrate on lectures, and often drop out, which causes them great difficulties in learning English.

Research shows that interest in learning is the most essential part of education. This is because interest in learning motivates and inspires students to be more involved in learning activities than other activities. This is to Suryabrata's statement (2011) that students' interest in learning is curiosity and exploration of the world, creativity, and the desire always to move forward, as well as the desire to gain the sympathy of parents, teachers, lecturers and friends, the desire to correct past mistakes, through new ventures and the desire to feel confident in mastering knowledge in lectures. Without an interest in learning, students cannot survive and enjoy their learning tasks in class. These results indicate that although many factors influence English proficiency, motivation and interest in learning significantly control English proficiency. Students with high motivation and interest in learning have great opportunities to explore and improve their English skills.

Highly motivated students do all learning tasks seriously and enthusiastically. Conversely, with weak motivation, learning becomes slow, and you don't want to do lessons or assignments related to the course. This confirms that motivation determines whether or not students' English proficiency is good. The greater the student's learning motivation, the greater the success of learning. Therefore, highly motivated or assertive students try hard, appear persistent, do not want to give up, and actively read books to improve their skills. On the other hand, students with low or weak motivation seem indifferent, give up easily, don't concentrate on lectures, and often leave addresses, which causes them a lot of difficulties in learning English.

Another factor that affects speaking English is interest in learning. Because interest in education motivates and inspires students to be involved in learning more than other activities. Suryabrata (2011) believes that students' interest in learning encourages their curiosity and exploration of the world, their creativity, and their desire always to move forward, the desire to attract sympathy from parents, lecturers, and friends gain, encouraging new efforts to correct past mistakes, and gaining a sense of security in dealing with information in lectures. Without an interest in learning, students cannot survive and enjoy their learning tasks in class.

D. CONCLUSION

The following conclusions can be drawn based on the results and discussion of research results. Based on the frequency distribution and percentage of class motivation (X1) (N=30), most students have external causes, namely 20.4%. For students with moderate motivation, 38.3% and some other students are included in the high category, namely 30.9%. Based on the frequency distribution and the percentage of interest in learning (X1). Based on class (N=30), most students had moderate learning interests, namely 53.4%. Some other students were in the upper and lower classes, namely 25.4 and 25.2%, followed by shallow type, 3.5%. In addition, students' interest in learning is included in the very high category, namely 2.4%. Based on frequency distribution and percentage of spoken English (Y) Based on scores (N=30), most students have moderate English proficiency, namely 40.57%, and some other students fall into the high and low categories, namely 20.3% and 23.4% attended by regular class only. At least 6.59%. Not only that but in the very high sort, no students could speak English.

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