



## STUDENTS' MOTIVATION LEARNING ENGLISH FOREIGN LANGUAGE (EFL) AT JUNIOR HIGH SCHOOL

Tiffany Nur Hidayah<sup>1</sup>, Rizki Nurfida Pambayun<sup>2</sup>, Devi Novitasari<sup>3</sup>

Universitas 17 Agustus 1945 Banyuwangi, Indonesia

E-mail: [tifanynur3@gmail.com](mailto:tifanynur3@gmail.com)<sup>1</sup>, [rizkinurfida@untag-banyuwangi.ac.id](mailto:rizkinurfida@untag-banyuwangi.ac.id)<sup>2</sup>, [devi.novitasari@untag-banyuwangi.ac.id](mailto:devi.novitasari@untag-banyuwangi.ac.id)<sup>3</sup>

Accepted :

10 November 2024

Published :

10 January 2025

Corresponding Author:

Tiffany Nur Hidayah

Email Corresponding :

tifanynur3@gmail.com

### ABSTRACT

This study aims to explore the motivation of junior high school students in learning English as a Foreign Language (EFL). The participants in this research were 20 seventh-grade students from a junior high school in Banyuwangi. A descriptive qualitative approach was used for the study. Data were collected through questionnaires and interviews. The analysis of the data revealed that each student exhibited different levels of motivation towards learning EFL. The findings indicate that the students showed motivation in both their ability and attitude toward learning English, with overall positive motivation toward learning the language.

**Keywords:** : *Motivation, Learning, English Foreign Language (EFL).*

### 1. INTRODUCTION

In learning motivation, there are ideals or aspirations of students, it is hoped that students will be motivated to learn so that they understand what their goals are in learning, besides that the good condition of students in learning will cause these students to be enthusiastic in learning and able to complete tasks well, the opposite is that students who are sick, they do not have a passion for learning (Palittin, 2019; Al-Bahadli et al., 2023; Sujati et al., 2023).

For the majority of Indonesians, their only opportunity to learn English will be in the classroom. This section looks at English education within the formal education system as it is today and the way it shapes the primary context for learning English (Lauder, 2020).

English Learning has received considerable attention from language educators, the intensity of motivation can make up for the deficiency of language potential and language learning environment, but in this absence of

motivation, language competence and sound teaching syllabus cannot decide the success or failure of language learning, which is emphasizes the maintaining the positive (Yongliang Wang and Hefeng Guan, 2020; Putri et al., 2023). Nature-based learning methods enhance student motivation in English by creating engaging, meaningful experiences that encourage exploration and practical skills, making the learning process more enjoyable and impactful.

Since not every student is naturally motivated to learn English, some may struggle with the language due to a lack of desire during the learning process. This lack of motivation is one of the reasons students find it challenging to learn English. Low motivation can affect both their academic performance and their ability to acquire the language in the classroom. Given that learning English can be more challenging than

**Vol 8, No 1 (2025): ESTEEM**

other school subjects, fostering motivation in students can be especially beneficial.

Based on the background of the research problem as formulated as follows :

- How are the impact of motivation in learning English Foreign Language (EFL) at junior high school in Banyuwangi ?

**Research Objective:**

Based on the research problem, the aim of this study is to:

- To find out the students' motivation in learning English Foreign Language At Junior High School in Banyuwangi .

**2. LITERATURE REVIEW*****Motivation***

Motivation has been an important research topic in psychology. Psychologists have put forward numerous theories and concepts to describe human motivation. It also has been recognized that motivation is an essential agent in the cognitive process. Motivation can be divided into two kinds intrinsic and extrinsic motivation. These kinds of motivation are divided the how the motivation arrives and the influences around the person itself (Fernández-ortega, et al 2024; Ratih & Arsih, 2024; Oktari, 2024).

***Intrinsic Motivation***

According to Tokan & Imakulata (2019) states about the correlation between intrinsic motivation and individual behavior:

- 1) Intrinsic motivation is directly affecting to students learning

behavior. It can happen because intrinsic motivation is the thing that related to students' interest and desire. Furthermore, it can produce the enjoyment in learning process when they find the correct learning behavior.

- 2) Intrinsic motivation that affects learning behavior is connected to the learning achievement. It is because learning behavior make students know the way of learning works best for them. Moreover, it can apply in their daily learning process to get better achievement in learning English. From the definition above, it can be concluded that intrinsic motivation is comes from within a person. This type of motivation is proposed for the joy and satisfaction gained in learning process. It also influences by many factors, likely students' needs, behavior, and the ambiguous to mastering English through English learning process.

***Extrinsic Motivation***

(Deci & Ryan, 1985). Internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self. Thought of as a continuum, the concept of internalization describes how one's motivation for behavior can range from amotivation or unwillingness, to passive compliance, to active personal commitment. With increasing internalization (and its associated).

***Learning a Foreign Language***

In Indonesia, where English is classified as a foreign language (EFL),

**Vol 8, No 1 (2025): ESTEEM**

students are required to begin their studies from the foundational level. Through structured learning activities, they acquire both knowledge and experience in English. However, Indonesian students, as non-native speakers, often encounter significant challenges in mastering EFL. Various factors, such as students' interest, attitude, and motivation, are pivotal in determining their success in acquiring the language (Thuan, 2021; Ningsih et al., 2022; Tanaka, 2023).

***Students Interest***

According to Galishnikova (2014), high motivation included the student's intellectual ability, and innovative and critical thinking through language helps them to govern success in their language learning. On the other hand, students with poor motivation registered the culmination of varied demotivating experiences which will subsequently, reduce their willingness to language learning, (Gearing, 2019). Ming et al. (2011) described learners' attitudes towards English learning as their positive or negative perceptions about their teachers, curriculum, and overall process of learning.

***Attitude***

The English language. As Feng and Hong (2022) observed, when learners of a language hold positive attitudes, they are most likely to become actively involved in the language learning process. Consequently, learners with positive attitudes are likely to achieve higher proficiency levels in foreign language learning (Prastiwi, 2018). By contrast, learners who have negative attitudes are usually less willing to spend

time and effort learning the language (Moghadam & Shamsi, 2021), which might also explain their failures in achieving target language proficiency (Guo et al., 2022). Empirical research has revealed a meaningful relation between language learners' attitudes towards the educational process and the classroom environment with their academic motivation levels (Genc & Aydin, 2017; Rasool & Winke, 2019), their proficiency in the language (Dewaele & Proietti Ergün, 2020; Prastiwi, 2018), and their achievement in second language acquisition (Hashemian & Heidari, 2013; Paker & Erarslan, 2015).

***Motivation***

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses.

**3. METHODS**

In this research, the researcher applied a qualitative descriptive research design using a questionnaire and interview to collect data. The participant were 20 students for questionnaire and 10 students' for interview in junior high school Banyuwangi. The instruments used for collecting the data were questionnaires and interview questions.

**Vol 8, No 1 (2025): ESTEEM**

The questionnaire was in close-ended item questions consisting of twenty questions, while the interview was structured, which consisted of ten questions.

The data obtained through an online survey were analyzed by frequency of common students' responses and percentages from the questionnaire determined whether the

students' was positive or negative in analyzing the data from the questionnaire, the researcher applied the formula developed by Djanegara (2019) to calculate the percentage from the questionnaire. The interview was analyzed by (Miles and Huberman in Sugiyono, 2015) state that qualitative data analysis consists of data reduction, data display and conclusion drawing or verification.

**4. RESULTS AND DISCUSSION****Table 1. Result Test of Questionnaire**

No	Statement	Alternative Answer					Total
		Strongly Disagree	Don't agree	Neutral	Agree	Strongly agree	
1	I always attend English class on time.	0	0	5%	55%	40%	100%
2	It wouldn't be a problem if I didn't attend English class.	0	0	5%	50%	45%	100%
3	I am reluctant to practice English at school	0	0	20%	50%	30%	100%
4	I usually study English in my free time.	0	0	25%	40%	35%	100%
5	I feel the need to be able to master English	0	0	5%	60%	35%	100%
6	The assignment given by the teacher is burdensome for me	0	0	5%	50%	45%	100%
7	I feel challenged by these tasks	0	10%	45%	30%	15%	100%
8	When I find difficult words in English, it will not stop me from continuing to learn.	0	0	30%	50%	20%	100%
9	I didn't give my best effort in English class.	0	10%	30%	50%	10%	100%
10	I make my own goals in learning English	0	0	10%	60%	30%	100%
11	I like listening to English songs to support my English skills.	0	0	20%	45%	35%	100%

**Vol 8, No 1 (2025): ESTEEM**

12	I am sure I will be asked to speak English in class.	0	0	0	70%	30%	100%
13	English will be useful for my future career	0	0	15%	55%	30%	100%
14	English is not interesting	0	10%	40%	45%	5%	100%
15	The presence of native speakers will increase my motivation to learn English.	0	0	0	50%	50%	100%
16	I study English to communicate with my teachers and friends.	0	5%	15%	50%	30%	100%
17	I study English to answer English assignments correctly.	0	5%	30%	65%	0	100%
18	I study English to get high marks in class.	0	0	15%	60%	25%	100%
19	I like to learn English so that it is easier for me to understand reading material in English.	0	0	15%	60%	25%	100%
20	I am not interested in communicating with native English speakers.	0	0	25%	55%	20%	100%

The results of the questionnaire on students' motivation to learn English as a Foreign Language reveal a mix of positive and neutral responses. A majority of students, specifically 40% strongly agreeing and 55% agreeing, attend English class on time, demonstrating good punctuality. Many students also feel confident that not attending class won't be a problem, with 45% strongly agreeing and 50% agreeing. However, there is some reluctance to practice English at school, as 30% strongly agree and 50% agree they feel hesitant to do so.

On the positive side, 35% of students strongly agree, and 40% agree that they often learn English in their free time, indicating a good level of self-motivation. Regarding the importance of mastering English, 35% strongly agree,

and 60% agree that it is essential, underlining the value they place on the language.

Despite this, students express some challenges with the workload, with 45% strongly agreeing and 50% agreeing that the tasks given by teachers feel burdensome. Interestingly, 45% were neutral about whether the tasks are challenging. As for using difficult words in English, 70% agree they are not discouraged, suggesting resilience in learning. A significant number of students, 50%, agree they do not put maximum effort into English class, which highlights room for improvement in engagement. Students are generally positive about setting personal learning goals, with 60% agreeing they set individual goals for learning. Additionally, 35% strongly agree and 45%



**Vol 8, No 1 (2025): ESTEEM**

agree that listening to English songs aids their progress, reflecting the motivational value of multimedia.

Students' confidence in speaking English is high, with 70% agreeing they feel confident in the classroom. The motivation to learn English for career advancement is also strong, with 55% agreeing that English is beneficial for their future. However, there are mixed feelings toward the interest in English, as 40% of students are neutral or disagree that English is interesting. On the positive side, 50% strongly agree, and 50% agree that native speakers boost their motivation to learn. Finally, many students are focused on academic success, with 65% agreeing that their motivation is driven by the desire for high scores. Despite this academic drive, 55% agree they are not interested in communicating with native speakers, which shows a lack of interest in practical language use. Overall, the students demonstrate strong academic motivation, with some areas of reluctance, particularly in practice and communication with native speakers.

**Result Interview**

Total question for interview 10 questions. For the first question, What do you think of your English so far ?

**Participant A** : I am quite confident with my English skills, but I still have a lot to learn in English grammar.

**Participant B** : Alhamdulillah I can speak English even, though I still have to learn more to be more fluent in speaking it.

**Participant C** : Quite exciting in English lessons.

Based on the answer above, 10 respondents answered that English so far that comes from oneself and is able to control learning, confident, can speak English according each individual. Furthermore, 2

respondents answered that English so far, they need practice to the learning style that has been determined. Therefore, respondents have the assumptions that English ability that comes from oneself and is able to improve and develop according to the learning style that has been determined with the aim of developing skills especially in learning English.

**Question 2** : Do you do anything to learn English outside of school ? Did you take a Course?

**Participant A** : Yes, sometimes I speak English with my parents and siblings and take part in English language competitions. I didn't take an English course, but I downloaded several applications to become more expert in English.

**Participant B** : No, I didn't take a course, but studied at home as usual

**Participant C** : I follow English teaching on the Duolingo application

Based on the answers above, 10 participants had answers that described Learning English activities at outside the classroom. From the all answers, the respondents have a similarities which are mostly used Duolingo and take time to write and read English books.

**Question 3** : What is your favorite activity ? and is it effective in your learning?

**Participant A** : My favorite activity is quality time with my family, it is quite effective in learning because when telling stories, we quite like to insert a few English words and sentences.

**Participant B** : listening to English songs to help me understand English

**Participant C** : Yes, learn using vocab and listening to music

Based on the answers above, 10 participants answered that it is important to improve English learning skills to improve learning in order to achieve success in learning English in general.

**Vol 8, No 1 (2025): ESTEEM**

**Question 4 :** What English do you study when you are at home ?

**Participant A :**When I'm at home I focus more on grammar and add new vocab

**Participant B :**I learn about grammar

**Participant C :**When i'm at home i usually learn present tense

Based on the answers above, 10 participants answered that it is improve English during free time just like learn grammar, present tense or new vocab, in order to focusing English in the home.

**Question 5 :** Do you ever get bored of learning English? or when you don't like it

**Participant A :** Alhamdulillah very rare, because I really like English

**Participant B :** Sometimes but as much as possible don't dislike English

**Participant C :**No, I really like it

Based on the answers overall, 10 participants there is a strong positive sentiment towards learning English. Participant A expresses a consistent enjoyment of the language, Participant B acknowledges occasional boredom but strives to maintain a positive attitude, and Participant C unequivocally states a strong liking for English. This suggests that while some may experience moments of disinterest, the general consensus is a favorable view of learning English.

**Question 6 :**When did you become interested in English and why ?

**Participant A :**Since I was little, my environment was very supportive of my interest in English

**Participant B :**Since I was in elementary school, because I think English is an international language, as time goes by, I want to speak English to make things easier for myself.

**Participant C :** Since kindergarten, because telling stories in English is fun

Based on the answers above, 5 the participants indicate that their interest in English developed at a young age, influenced by a combination of supportive environments, practical motivations, and enjoyable experiences. Then, 5 participants reported that Bored with the teacher, suggesting that early exposure plays a significant role in language acquisition.

**Question 7 :** Do you like western films like American films or British films, do you like speaking with that accent?

**Participant A :**I like it but I don't watch it often, and I would be very happy if I could talk to that person

**Participant B :**I prefer American films because they have grammatical accents

**Participant C :** I really like American films and like the accents

Based on the answers above, 5 participants dicate a general appreciation for Western films, particularly American films, with varying degrees of enthusiasm for the accents associated with them the responses reflect a positive attitude toward Western cinema and an interest in the accents, highlighting the cultural and linguistic appeal of these films. Then, 5 participants reported that don't like the American movie and British films in learning comes from students themselves.

**Question 8 :** What are yor ambitions for studies and career?

**Participant A :**I want to study harder so that it can make it easier for me to pursue my studies and career

**Participant B :**I want to be good at English lessons and my career is to become a CEO which makes me even more enthusiastic about learning English

**Participant C :** Want to work life balance in studies and career

Based on the answers above, 8 responses reveal a range of ambitions for their studies and careers, each reflecting

**Vol 8, No 1 (2025): ESTEEM**

personal goals and motivations. Participant A emphasizes the importance of hard work in their studies to facilitate future academic and career pursuits. Participant B expresses a specific ambition to excel in English, driven by the aspiration to become a CEO, highlighting a clear connection between language proficiency and career success. Meanwhile, Participant C prioritizes achieving a work-life balance in both studies and career, indicating a desire for a fulfilling and manageable lifestyle. Furthermore, 2 respondents answered that they haven't thought about studies and career itself.

**Question 9 :** What is your view of English ?

**Participant A :**English is something new for me, and it has many benefits

**Participant B :** English it will help me in the future

**Participant C :**English is important for starting work or going to school

Based on the answer, 10 participants' views on English reflect a shared recognition of its significance and benefits in their lives. Participant A sees English as a new and valuable skill, emphasizing its numerous advantages. Participant B highlights the future opportunities that proficiency in English can provide, suggesting a forward-thinking perspective on its importance. Similarly, Participant C underscores the necessity of English for academic and professional pursuits, noting its role in facilitating access to education and employment.

**Question 10 :** What are your strengths and weaknesses in English ?

**Participant A :**My strength lies in listening to the words and in writing English. my weakness is speaking

**Participant B :**Strength : Pronunciation Weakness : Grammar

**Participant C :**My strength to memorize vocabulary, the weakness of efforts to master English

The responses from the students highlight a range of strengths and weaknesses in their English language skills. Some participants identified specific strengths, such as listening, writing, and pronunciation, while others struggled with speaking and grammar. Three respondents noted their difficulty in forming sentences and their concerns about grammar, while some expressed reluctance in speaking with a British accent. Despite these challenges, students also demonstrated motivation to improve, particularly for future employment opportunities.

The analysis of the questionnaire and interview results reveals that, while students are intrinsically motivated to learn English, obstacles such as difficulties in speaking and grammar continue to hinder their progress. Many students also experience anxiety about using English in school, which affects their participation in speaking activities. However, outside of the classroom, they engage in self-directed learning through language apps, TV shows, movies, and social media. Although these methods are beneficial, their effectiveness varies, suggesting that additional support may be needed for some students.

## 5. CONCLUSION

The study found that students are generally motivated to learn English, recognizing its importance for future careers, but face challenges, particularly in speaking and grammar. While students attend class on time and are confident in their language skills, they show reluctance to practice English at school. The findings suggest a need for tailored support focusing on speaking and grammar. It is essential to create a conducive learning environment both at school and home to improve student participation and proficiency. Future studies should explore interactive, technology-based learning methods to enhance speaking and grammar skills. Research on the impact of family



**Vol 8, No 1 (2025): ESTEEM**

support and individualized learning approaches could provide valuable insights to further improve language learning.

**6. ACKNOWLEDGEMENT**

Tiffany from the Faculty of Teacher Training and English Education, Universitas 17 Agustus 1945 Banyuwangi (Untag Banyuwangi) prepared this journal article based on the title : " Students' Motivation in Learning English Foreign Language (EFL) at Junior High School ".

**7. REFERENCES**

- Al-Bahadli, K. H., Al-Obaydi, L. H., & Pikhart, M. (2023). The Impact of the Online Project-Based Learning on Students' Communication, Engagement, Motivation, and Academic Achievement. *Psycholinguistics*, 33(2), 217–237. <https://doi.org/10.31470/2309-1797-2023-33-2-217-237>
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.
- Dewaele, J. M., & Proietti Ergün, A. L. (2020). How diferent are the relations between enjoyment, anxiety, attitudes/motivation and course marks in pupils' Italian and English as foreign languages? *Journal of the European Second Language Association*, 4(1), 45–57. <https://doi.org/10.22599/jesla.65>
- Djajanegara, A. R. (2019). Teknik Analisis Data (Analisis Kualitatif Pada Hasil Kuesioner). *Medikom/ Jurnal Ilmu Pendidikan dan Dakwah*, 1(1), 55-65.
- Fernández Ortega, C., Trigueros, R., & Fernández, A. (2024). Frustration of basic psychological needs and emotions in communicative intent in English as a foreign language.
- Feng, E., and Hong, G. 2022. Engagement mediates the relationship between emotion and achievement of Chinese EFL learners. *Frontiers in Psychology*. 13: 895-594.
- Guo, Y., Xu, J., and Chen, C. 2022. Measurement of engagement in the foreign language classroom and its efect on language achievement: The case of Chinese college EFL students. *International Review of Applied Linguistics in Language Teaching*. 23(2):1233-1246.
- Galishnikova, E. M. (2014). Language learning motivation: A look at the additional program. *Procedia-Social and behavioral sciences*, 152, 1137-1142.
- Gearing, N. (2019). Korean language learning demotivation among EFL instructors in South Korea. *Studies in Second Language Learning and Teaching*, 9(1), 199-223.
- Hashemian, M., & Heidari, A. (2013). The relationship between L2 learners' motivation/attitude and success in L2 writing. *Procedia-Social and Behavioral Sciences*, 70, 476–489. <https://doi.org/10.1016/j.sbspro.2013.01.085>
- Lauder, A. F. 2020. *English in Indonesia. The Handbook of Asian Englishes*, 605-627.
- Ming, T. S., Ling, T. S., and Jaafar, N. M. 2011. Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *L3 Language Linguistics Literature*.17(1): 40–54.
- Moghadam, M., and Shamsi, H. 2021. Exploring learners' attitude toward Facebook as a medium of learners' engagement during Covid-19

**Vol 8, No 1 (2025): ESTEEM**

- quarantine. *Open Praxis*. 13(1): 103–116.
- Miles, Mathew, B. Dan Michael Huberman 1992. *Angliata data hualiany Onda sumber tentang metode-metode baru*). Jakarta: UIP.
- Ningsih, A. W., Sihombing, P. S. R., Silalahi, D. E., & Herman. (2022). Students' Perception towards the Use of ICT in EFL Learning at Eleventh Grade SMA Negeri 1 Dolok Batu Nanggar. *Education and Human Development Journal*, 6(3), 24–36. <https://doi.org/10.33086/ehdj.v6i3.2477>
- Oktari, N. F. (2024). *Investigating EFL Students' Strategies to Overcome Barriers in Improving Speaking Skills through English Club*. Universitas Islam Negeri Ar-Raniry Banda Aceh.
- Paker, T., & Erarslan, A. (2015). Attitudes of the preparatory class students towards the writing course and their attitudesuccess relationship in writing. *Journal of Language and Linguistic Studies*, 11(2), 1–11
- Palittin, I. D., Wolo, W., and Purwanty, R. 2019. Hubungan motivasi belajar denganhasil belajar siswa. *Magistra: Jurnal Keguruan Dan Ilmu Pendidikan*.6(2): 101-109.
- Prastiwi, A. I. 2018. The role of students' attitudes towards EFL learning processes in their achievements. *English Language Teaching Journal*. 7(4): 265–274.
- Putri, A. D., Jaya, A., & Marleni, M. (2023). Exploring the Students' Speaking Ability Based on Their Different Personalities. *Esteem Journal of English Education Study Programme*, 6(1), 10–16. <https://doi.org/10.31851/esteem.v6i1.10203>
- Ratih, A., & Arsih, F. (2024). Implementation of Project-Based Learning in 21st Century Learning in Science Learning: A Systematic Literature Review. *International Conference on Education and Innovation*, 15–24.
- Sujiati, R., Jaya, A., Rosmiyati, E., & Noviati. (2023). Efl Teachers' Attitudes and Experiences on the Implementation of Multiliteracies. *Esteem Journal of English Education Study Programme*, 7(1), 85–96. <https://doi.org/10.31851/esteem.v7i1.12653>
- Tanaka, M. (2023). Motivation, self-construal, and gender in project-based learning. *Innovation in Language Learning and Teaching*, 17(2), 306–320. <https://doi.org/10.1080/17501229.2022.2043870>
- Token, M. K., & Imakulata, M. M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education*, 39(1).
- Thuan, P. D. 2021. Attitude and Motivation in Language Learning: A Review. *Jornal of English Language Teaching and Applied Linguistic*.3(5): 65.
- Wang, Y., & Guan, H. (2020). Exploring demotivation factors of Chinese learners of English as a foreign language based on positive psychology. *Revista Argentina de Clinica Psicologica*, 29(1), 851.