

## STUDENTS' MOTIVATION AND PROBLEMS IN LEARNING ENGLISH IN EFFECTIVE ENGLISH CONVERSATION COURSE (EECC)

Sahril Mujani

Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta  
syahril.real94@gmail.com

### Abstract

*This research is aimed to know students' motivation and problems in learning English in Effective English Conversation Course (EECC). The design of this research was descriptive qualitative. The sample was 15 students. The research instruments in this research were tests and questionnaire. The results of finding showed that 1) students' intrinsic motivation in learning was high namely 12 students (80%). 2) students' extrinsic motivation in learning English was high namely 12 students (80%). 3) students' problems in learning English were in listening skill (85%), reading skill (56%), and writing skill (57%) as category high. 4) students' ability in learning English was 66 as category average. It is recommended that the teachers pay attention to the students' motivation and problems in learning English because it influenced to the students' ability.*

**Key word:** *Motivation, problems in learning English*

### INTRODUCTION

Motivation is one of important thing to learn English. It can make students more spirit to study. According to Kusumawati (2014) stated that motivation can influence students' ability. It has two kinds of motivation namely intrinsic/internal and extrinsic/external motivation. Students commonly have low and high motivation. In intrinsic motivation refers to learning itself from students' own desire and effort. The students' will be more spirit to study although they do not get the external thing. It is good for students who have intrinsic motivation but a learner commonly have low or high intrinsic motivation. It should be known by the teachers in the class to students development.

In extrinsic motivation refers to learning because of external thing. The students who get external thing, the teachers must give more attention because they will not be spirit to study without external thing. The external thing can be reward or punishment which can make them enjoy and spirit to learn English. It should be known by the teachers in the class to know students' development.

Besides, the students commonly have problems in learning English. Many people say that English is as a second language in Indonesia and it is so hard to learn because the writing and pronunciation are different. It makes the people in Indonesia get difficulty to recognize the word in writing and speaking. The problems in learning English are writing. Writing is more complex because writing has some rules. To make a sentence, the students need know the English structure or grammar and the spelling of English word.

lately many people come to Pare as the place to learn English. There have many courses and one of them is EECC (Effective English Conversation Course). EECC is one of branch of Basic English Course (BEC). EECC is famous because the teachers in EECC emphasize to the students' attitude especially in a discipline so that many students were motivated to learn there.

Then, the researcher were interested in students' motivation to know whether they learn English in EECC because of internal or external motivation and to know the students' problems in learning English there because many different students came from different level and village or city. So, Based on the explanation above, the researcher decided and took a title of the research. The title of research was *Students' Motivation and Problems in Learning English in Effective English Conversation Course (EECC)*.

### **Motivation**

Motivation is one of important thing to learn English. It can make students more spirit to study. According to Kusumawati (2014) stated that motivation can influence students' ability. It has two kinds of motivation namely intrinsic and extrinsic motivation. Intrinsic motivation is refers to learning itself having its own rewards (Arnold, 2000). Harmer (2007:98) stated that intrinsic motivation comes from within the individual such as effort, desire, and attitude. Student's motivated by the enjoyment of the learning process or desire to make them feel better.

### **Problems**

Problem is a situation, person or thing that needs attention and needs to be dealt with or solved (Cambridge Learner's Dictionary). According to Rahma (2012:13) stated that various problems in learning English were revealed respectively,

writing, speaking, listening, and reading problems.

### **Learning English**

Brown (2007:7) stated that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. English is a language. So, learning English is acquiring or getting of knowledge or skill of English by study.

### **Review of Previous Research**

Previous research is about the related research has been conducted related to students' motivation and problems in learning English.. There is previous research taken in this case. First of all, the previous research was conducted thesis by Kusumawati (2014) with the title "Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar". This thesis was written in 2014, State Islamic Institut (IAIN) Tulungagung.

## **RESEARCH METHOD**

Descriptive qualitative design was chosen as the approach of this research. It means that the result of this research has to be explained descriptively. The research was conducted at EECC. EECC had some levels namely Basic Training Class (BTC) and Candidate Training Class (CTC). The researcher only took students in BTC level. There were 15 students. Then, the researcher gave test and questionnaire to collect the data of motivation and problems in learning English. The test was used to know students' ability. The questionnaire was used to know students' intrinsic & extrinsic motivation and problems in learning English. After being conducted the test and questionnaire. It was calculated by simple formula using Microsoft Excel 2010. This research was conducted in two days. The time of collecting the data was on March 09-10, 2018.

## **RESULT AND DISCUSSION**

After getting the data, it was calculated and explained descriptively below:

### **Intrinsic Motivation**

Intrinsic motivation questionnaire had 6 questions and consisted of effort from number 1-2, desire from number 3-4, attitude 5-6. The result showed on the table

below:

*Table 1. the Results of Intrinsic Motivation Questionnaire*

STATEMENT NUMBER	Aspects	Number of Students & Percentage							
		SA	%	A	%	D	%	SD	%
1	Effort	8	53	7	47	0	0	0	8
2		2	13	9	60	4	27	0	0
3	Desire	3	20	6	40	5	33	1	7
4		12	80	3	20	0	0	0	0
5	Attitude	5	33	8	53	2	13	0	0
6		8	53	5	33	2	13	0	0
<b>Mean</b>		<b>6</b>	<b>42</b>	<b>6</b>	<b>42</b>	<b>2</b>	<b>14</b>	<b>1</b>	<b>3</b>
<b>Overall mean</b>		<b>3,75</b>							

The Statement number (1) *I always do training and practice English every day.* 8 (59%) students strongly agree and 7 (44%) students agree with this statement. It gave information that the students have high effort and they practice English every day because most of them strongly agree. The statement number (2). *I am directly doing English exercise that had been given.* 2 (13%) students strongly agree and 9 (60%) students agree with this statement. 4 (27%) students disagree. The students' effort to do English exercise is high because most of them agree with this statement.

The statement number (3). *I can speak English fluently and accurately.* 3 (20%) students strongly agree and 6 (40%) students agree with this statement. 5 (33%) students disagree and 1 (7%) students strongly agree in this statement. The students' desire to speak English was high because most of them agree with this statement. The statement number (4). *I have to learn English to support my career for future.* It was about desire. There were 15 students got the questionnaire. 12 (80%) students strongly agree and 3 (20%) students agree. The students have high desire in this statement and most of them learn English to support their career for future because most of them strongly agree in this statement.

The statement number (5). *Speak English is something fun.* It was about attitude. There were 15 students got the questionnaire. 5 (33%) students strongly agree and 8 (53%) students agree with this statement. 2 (13%) students disagree. The students' attitude was high that speaking English was something fun because

most of them agree with this statement.

The statement number (6). *I am very happy in learning English because I want to speak English fluently.* It was about attitude. There were 15 students got the questionnaire. 8 (53%) students strongly agree and 8 (33%) students agree with this statement. 2 (13%) students disagree. The students' attitude is high to speak English fluently because most of them strongly agree. Based on the above, the result of studnets' intrinsic motivation questionnaire got very high intrinsic motivation because 6 (42%) students strongly agree and 6 (42%) agree, 2 (14%) students disagree, and 1 (3%) student strongly disagree. The overall mean was 3,75.

### Extrinsic Motivation

Extrinsic motivation questionnaire had 6 questions and consisted of teacher from number 7-8, parent from number 9-10, environment 11-12. The result showed on the table below:

*Table 2 the Results of Extrinsic Motivation Questionnaire*

STATEMENT NUMBER	Aspects	Number of Students & Percentage							
		SA	%	A	%	D	%	SD	%
7	Teacher	5	33	9	60	1	7	0	0
8		2	13	12	80	1	7	0	0
9	Parent	8	53	6	40	1	7	0	0
10		3	20	3	20	8	53	1	7
11	Environment	4	27	10	67	1	7	0	0
12		0	0	4	27	10	67	1	7
<b>Mean</b>		<b>4</b>	<b>29</b>	<b>8</b>	<b>53</b>	<b>2</b>	<b>16</b>	<b>0,2</b>	<b>1</b>
<b>Overall mean</b>		<b>3,75</b>							

The statement number (7) *Teacher always gives reward to the students who get high score in learning English.* 5 (33%) students strongly agree and 9 (60%) students agree and 1 (7%) disagree with this statement. The students need reward by the teacher when learning English because most of them agree with this statement. The statement number (8). *The method that is used in learning English is very happy and fun.* 2 (13%) students strongly agree and 13 (80%) students agree and 1 (7%) disagree with this statement. It gave information that the method used in learning English is very happy and fun because most of them agree with this statement.

The statement number (9). *Parents always support me to learn deeper about English.* 8 (53%) students strongly agree and 6 (40%) students agree and 1 (7%) disagree with this statement. It means that students' parents always support them to learn English deeper about English because most of them agree with this statement. The statement number (10). *Parents always push me up to learn English and they give a reward if I get good score.* 3 (20%) students strongly agree and 3 (20%) students agree. 8 (53%) disagree with this statement. 1 (7%) students strongly disagree. It gave information that the students do not want their parents to push them up to learn English and give reward when getting good score because most of them disagree with this statement.

The statement number (11). *Learning English is very fun because the situation at that class is very comfortable for the students.* 4 (27%) students strongly agree and 10 (67%) students agree with this statement. 1 (7%) student disagree. It gave information that the students want to learn English if the situation at that class is very comfortable because most of them agree with this statement.

The statement number (12). *I am very confident when speak English.* 4 (27%) students agree with this statement. 10 (67%) students disagree and 1 (7%) student strongly disagree. It gave information that the students were not very confident when speak English because most of them disagree with this statement. The result of students' extrinsic motivation questionnaire got high because 4 (29%) students strongly agree and 8 (53%) agree, 2 (16%) students disagree, and 0,3 (1%) student strongly disagree. The overall mean was 3,75.

### **Problems in learning English**

The questionnaire of problems in learning English consisted of listening, speaking, reading, and writing. Each question of skills has 10 questions. The result showed below:

*Table 3 The result of questionnaire of students' problems in learning English*

Skills	Frequency & Percentage (%)				Problem level
	F (Yes)	%	F (No)	%	
Listening	127	85%	23	15%	High
Speaking	42	28%	108	72%	Low
Reading	84	56%	65	44%	High
Writing	91	61%	59	39%	High

<b>Sum Frequency</b>	<b>344</b>	<b>57%</b>	<b>255</b>	<b>43%</b>	<b>High</b>
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The percentage of students' problem in learning English in listening is high (85%), speaking is low (28%), reading is high (56%), writing is high (61%). It can be said that the percentage of the students' problems in learning English were high (57%) and low (43%). Most of the students got high problems in listening, reading, and writing skill.

### **Students' ability in learning English**

To know the students' ability, the test was needed. The test consisted of listening, speaking, reading, and writing. the result of the test showed below:

*Table 4 the students' ability in learning English*

<b>No</b>	<b>Skill</b>	<b>Mean</b>	<b>Category</b>
1	Listening	40	Poor
2	Speaking	71	Average
3	Reading	88	Very good
4	Writing	64	Average
<b>Overall Mean</b>		<b>66</b>	<b>Average</b>

Based on the table above, it showed that the students ability in listening is poor, speaking is average, reading is very good, and writing is average. So, most of students got average category in English ability.

### **CONCLUSION**

The researcher concluded in this research that students' motivation and problems in learning English influenced the students' ability in learning English. In this reasearch, the students got very high motivation namely 12 students got intrinsic motivation and extrinsic motivation and they got high problems in listening, reading, and writing. Then, the students' ability was 66 as category average.

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