

the Motivation of Learning English: A Case Study of Junior High School Students

Khafifa Fuji Lestari¹, Kamariah²

¹National Dong Hwa University Taiwan

²Madrasah Tsanawiyah Negeri 3 Sidenreng Rappang, Indonesia

¹611188123@gms.ndhu.edu.tw, ²hjkamariah0321@gmail.com

Abstract: This study aimed to investigate the influence of learning facilities and teaching methods on students' motivation to learn English at MTsN 3 Sidenreng Rappang South Sulawesi. Motivation is considered one of the fundamental factors in language learning success. The participants in this study were 150 students at MTsN 3 Sidenreng Rappang South Sulawesi. This research includes a type of quantitative research analysis method using descriptive statistical analysis and data analysis to test validity and reliability tests. The results of the study indicate that an improvement in learning facilities has a positive impact on enhancing students' motivation to learn English. The selection of appropriate teaching methods can create a more conducive learning environment and facilitate better understanding by students. Furthermore, the availability of good learning facilities and the implementation of suitable teaching methods can influence and strengthen students' motivation to learn. The correlation coefficient between learning facilities, teaching methods, and students' motivation to learn was examined. These findings provide strong empirical evidence of the importance of adequate learning facilities and effective teaching methods in enhancing students' motivation to learn English.

Keywords: learning facilities; teaching methods; learning motivation

Abstrak: Penelitian ini bertujuan untuk menyelidiki pengaruh fasilitas belajar dan metode pengajaran terhadap motivasi siswa untuk belajar bahasa Inggris di MTsN 3 Sidenreng Rappang Sulawesi Selatan. Motivasi dianggap sebagai salah satu faktor fundamental dalam keberhasilan pembelajaran bahasa. Partisipan dalam penelitian ini adalah 150 siswa sekolah di MTsN 3 Sidenreng Rappang Sulawesi Selatan. Penelitian ini termasuk jenis penelitian kuantitatif metode analisis menggunakan analisis deskriptif statistik dan analisis data untuk menguji validitas dan uji reliabilitas. Hasil penelitian menunjukkan bahwa peningkatan fasilitas belajar berdampak positif pada peningkatan motivasi siswa untuk belajar bahasa Inggris. Pemilihan metode pengajaran yang tepat dapat menciptakan lingkungan belajar yang lebih kondusif dan memfasilitasi pemahaman yang lebih baik bagi siswa. Lebih lanjut, ketersediaan fasilitas belajar yang baik dan penerapan metode pengajaran yang sesuai dapat mempengaruhi dan memperkuat motivasi belajar siswa. Koefisien korelasi antara fasilitas belajar, metode pengajaran, dan motivasi siswa untuk belajar telah diperiksa. Temuan ini memberikan bukti empiris yang kuat tentang pentingnya fasilitas belajar yang memadai dan metode pengajaran yang efektif dalam meningkatkan motivasi siswa untuk belajar bahasa Inggris.

Kata kunci: fasilitas belajar, metode pengajaran, motivasi belajar

INTRODUCTION

The education system embraces the 2013 National Curriculum as a government initiative aimed at strengthening societal competitiveness and improving the quality of education (Neolaka et al., 2016). Motivation plays a crucial role in the learning process, contributing significantly to the attainment of educational objectives. Students' motivation to learn directly impacts the acquisition of knowledge and the development of desirable learning characteristics (Virvou et al., 2016). Motivation is recognized as a key determinant in foreign language learning as it has an impact on how well language learners achieve (Cocca M., 2019). Abrahams (2007) discovered the

necessity to reinvigorate the learning process, particularly for junior high school students, by emphasizing its relevance and addressing the sense of urgency associated with it.

English is a crucial subject in the 2013 curriculum. In Indonesia, English is taught as a foreign language, and its effective instruction poses challenges at various educational levels (Musthafa, 2010). Furthermore, (Mendoza et al., 2022) also found a connection between students' autonomous motivation and their high achievement in English language learning.

Employing efficient and varied teaching techniques can boost students' motivation to engage in learning (Han & Yin, 2016). Heryati (2014) stated that the Indonesian government, in its educational efforts, implemented Government Regulation No.24 of 2007 pertaining to facility and infrastructure standards, in accordance with PP No.19 of 2005 on National Education Standards, with the aim of supporting the learning process. Barnawi (2012) outlines that essential educational infrastructure comprises classrooms furnished with student seating, desks for students, chairs for teachers, teacher desks, storage units, student workstations, presentation boards, instructional aids, waste receptacles, hand washing stations, wall-mounted clocks, and electrical outlets. Furthermore, When applying instructional approaches, it is imperative for educators to promote student involvement in tasks, as this enables them to monitor the progression of students' enthusiasm and curiosity in the learning journey (Assor et al., 2022; Jang, 2008). Likewise, through the utilization of educational methods that can have an impact on students' "motivation to learn and cognitive prowess," there is observable enhancement (Pradono et al., 2013). Research findings point to the significant influence of both well-equipped educational facilities and effective teaching methods on students' motivation to learn (Lee et al., 2014; Sawalha et al., 2017).

This study aims to examine the correlation between school learning facilities, teaching methods, and student motivation, recognizing the potential consequences of low motivation on students' English language learning outcomes. The research seeks to identify potential factors contributing to low motivation and propose effective strategies that language teachers can implement to enhance students' motivation levels. More specifically, the study focuses on investigating how school learning facilities and teaching methods influence students' motivation to learn English. First, do school learning facilities have an effect on students' learning motivation to learn English? Second, Do learning facilities and teaching methods together on the motivation to learn English?

As previous studies have extensively covered learning facilities, learning methods, and learning motivation, there is a scarcity of research specifically addressing English language lessons. For instance, Babić (2017) conducted research on the utilization of machine-based learning methods as learning simulators. Hopland and Nyhus (2016) investigated the educational setting for students, encompassing educational resources that exert a notable influence on students' motivation to learn. However, these studies did not specifically focus on examining motivation in the context of learning the English language.

METHOD

The method section contains research designs, research subjects, instruments, data collection procedures, and data analysis presented in paragraph form. Distribution of respondents by grade level. With 31% (47 respondents) coming from grade seven, 31% (47 respondents) coming from grade eight, and 37% (56 respondents) coming from grade nine. Respondents are junior high school students in Indonesia. This research was conducted from April 1 to May 3, 2023. The sample involved 150 students, as described in Table 1.

Table 1. The summary of sample demography (N=505)

Demographic Items	Frequency	Percentage (%)
Gender		
Male	67	44.7
Female	83	55.3
Grade		
7 th	47	31.3
8 th	47	31.3
9 th	56	37.3

The items used to measure each construct are presented in the Appendix. A five-point Likert scale anchored between 1 ("strongly disagree") and 5 ("strongly agree") was employed for all scale items. Hypothesis testing was conducted using SPSS version 22 software. Subsequently, descriptive statistics were applied to examine the frequency distribution of the sample. Explanatory research is a research method aimed at explaining the relationship between the variables under study and the influence of one variable on another (Sugiyono, 2014). In addition, the internal consistency, construct validities and reliabilities of the items and factors were analysed using factor loading analysis and Cronbach's Alpha, as presented in Table 2.

Table 2. The construct validities and reliabilities of English Language Learning Motivation

Factor	Item	λ	%	α
LF	The learning facilities provided at the school are modern and complete.	.72	15.39	.79
	The availability of a well-stocked library with English books and resources helps me improve my English skills.	.66		
	The school infrastructure (such as classrooms, library and buildings) is well maintained and conducive to learning English.	.81		
	The use of Smart TV, projector and LCD in English class help me to better understand and remember the lessons Taught.	.78		
	The availability of a reliable internet connection at school allows me to access and utilize online English learning resources easily.	.77		
	The discussion method used by the teacher encourages me to participate in class and share ideas.	.75		
TM	The lecture method used by the teacher is effective in helping me understand the lesson.	.57	15.81	.78
	The demonstration method used by the teacher helps me to visualize and understand the lesson better.	.74		
	The teaching methods used in English class (lecture-style teaching, group discussion and collaboration, hands-on activities and projects) are interesting and effective in helping me learn.	.74		
	Overall, the teaching methods used help students in learning English.	.76		

Factor	Item	λ	%	α
LM	The use of multimedia tools (LCD projector, smart TV, videos) in English class increases my motivation to learn English.	.72	15.25	.78
	The use of different teaching methods such as lectures, discussions and demonstrations in the English class keeps me engaged and motivated in the class.	.71		
	The application of different learning methods in English class helps me to be more interested and motivated in learning.	.82		
	Overall, the right learning facilities in English classes have a positive impact on my motivation to learn English.	.73		
	Overall, the use of diverse learning methods in English classes has a positive impact on my motivation to learn English.	.64		

λ , factor loading; %, percentage of variance; α , reliability coefficient
 LF Learning Facility, TM Teaching Method, LM Learning Motivation

The pilot study was carried out to verify the accuracy and authenticity of the participants' information. Additionally, the reliability of the measurement items was evaluated using Cronbach's alpha coefficient, a widely accepted measure of internal consistency (Hair Jr. et al., 2019). Mean differences were reported in terms of standard deviations. In this case, an effect size greater than 0.5 indicates that the mean difference is one-half the standard deviation. The mean score for all variables is above 5.00, while the standard deviation is below. See in table 3

Table 3. Correlation matrix for measurement scales

Constructs	Mean	SD	LF	TM	LM
LM	22.77	2.318	1		
TM	22.91	2.213	0.674**	1	
LM	22.83	2.138	0.760**	0.801**	1

Note: LF: Learning Facility, TM: Teaching Method, LM: Learning Motivation, SD: Standard Deviation

Significant at: *: $p < 0.05$, **: $p < 0.01$

Table 3 displays the findings of the analysis, which reveal that the correlation coefficient between learning facilities and learning motivation is 0.674, with a significant level of $p < 0.01$. This signifies a notable positive correlation between the two variables, indicating that an improvement in learning facilities is associated with an increase in learning motivation. Moreover, the correlation between teaching methods and learning motivation is 0.801, with a significant level of $p < 0.01$. This suggests a substantial positive correlation between teaching methods and learning motivation, implying that effective teaching methods contribute to enhanced motivation to learn. The positive Pearson correlations affirm that as the quality of learning facilities and teaching methods improve, students' motivation to learn also experiences a corresponding increase.

RESULT AND DISCUSSION

The discussion on the results of the analysis shows that learning facilities have a significant influence on students' motivation to learn English. When schools invest in modern facilities that

are well maintained, this positively affects student motivation. The availability of essential resources such as well-stocked libraries, Smart TVs, projectors and reliable internet connections contribute greatly to increasing students' motivation. This finding highlights the significant impact of high-quality learning facilities on student motivation. Conversely, unsupportive learning facilities, especially in English subjects, can decrease students' learning motivation. Our findings are in line with previous research that emphasizes the importance of a conducive learning environment (Virvou et al., 2016). Facilities and infrastructure which are learning facilities are needed to achieve educational goals effectively and efficiently. This is in line with research conducted by Tisch and Metternich (2017) on the importance of learning facilities in supporting the learning process, while Brooks and Weiler (2018) stressed the significant influence on student achievement. Learning facilities play an important role in the learning process by facilitating student learning and contributing to academic success. Therefore, optimal utilization of learning facilities as recommended by Lyioma and Kipng'etich (2017) has a positive impact on student learning outcomes. The research findings show that there is still a low level of utilization of learning facilities, seen from the indicators of school buildings, study rooms, libraries, and learning materials.

In addition to the learning facilities that have been concluded to enhance student motivation, effective and diverse teaching methods also have a positive and significant impact on students' motivation in the subject of English. The educational process shares a common objective, which is to enhance students' motivation to learn and improve their academic performance, guided by educators. Furthermore, students engage in the study of art and cultural subjects with the aim of achieving favorable academic achievements (Briggs et al., 2019).

The implementation of varied teaching methods that can effectively address student boredom during the learning process significantly enhances their motivation to actively engage in the classroom, ultimately leading to the achievement of learning goals and student performance. This research finding aligns with the study conducted by DeMonbrun et al. (2017), which emphasizes that the selection of appropriate and high-quality teaching methods directly impacts learning achievement. When skilled teachers apply teaching methods tailored to the specific needs of their classes, it has a positive impact on students' learning performance at school (Filges et al., 2018; Yang et al., 2020).

Among students, discussion-based methods emerge as a preferred approach. This finding is supported by Ho and Siegel's statement (2014) that discussion-based teaching methods not only cultivate enriching learning experiences but also effectively stimulate student motivation. The popularity of discussion methods among students is attributed to their ability to facilitate exploration and information acquisition, thereby enhancing students' creative thinking and curiosity. Conversely, uninspiring teaching methods can lead to a decline in student motivation.

Comprehensive learning facilities are combined with effective teaching methods, students' motivation experiences an increase. These two elements work together to create an environment that nurtures intrinsic motivation in students. It is important to acknowledge that English language education, as a foreign language subject, greatly benefits from improved learning facilities and dynamic teaching methods. These enhancements contribute to a more engaging and motivating learning experience. This statement is supported by research conducted by Abdullahi & Yusoff (2019), which states that the combination of learning facilities and teaching methods mutually enhances students' motivation to learn English. Both learning facilities and teaching methods play equally important roles in influencing students' motivation. They contribute to fostering intrinsic motivation in students during their learning experiences (Putri & Usman, 2019). When comprehensive learning facilities are coupled with engaging teaching methods, students' motivation further increases (Hamidi & Chavoshi, 2018; Rheinberg & Engeser, 2018). Complete learning facilities support various teaching approaches in the classroom, such as the implementation of discussion methods with the use of media as instructional tools.

It is important to recognize the limitations of this research. This study was conducted in specific educational institutions, which may limit the generalizability of the findings. Future

research could encompass various educational settings and broader participant groups to enhance the external validity of this study. Additionally, investigating other factors that may affect motivation, such as the teacher-student relationship or curriculum design, could provide a more comprehensive understanding of the dynamics at play.

CONCLUSION AND SUGGESTIONS

This study attempts to examine the influence of learning facilities and English language teaching methods on students' learning motivation at MTsN 3 SIDRAP. Learning facilities and teaching methods have an impact on students' motivation to learn the language. The first research result indicates that learning facilities play a significant role in enhancing students' learning motivation. However, inadequate learning facilities can reduce students' motivation to learn. In addition to learning facilities, teaching methods also have the potential to boost students' learning motivation. Complete learning facilities, when combined with effective teaching methods, serve as a catalyst for increasing students' motivation to learn. The findings of this study have significant implications for both educators and policymakers. To optimize students' learning experiences, it is crucial to prioritize investment in improving learning facilities. Simultaneously, educators should employ various effective teaching methods. Especially in subjects like English language learning. However, it's limitations must be acknowledged, focused on a specific junior high school, which may limit the generalizability of the findings to a broader population of junior high school students, and this study only discusses the influence of facilities and teaching methods on student learning motivation. There are still many shortcomings, so further research is needed. For example, Impact of Intrinsic and Extrinsic Learning Motivation on English Language.

REFERENCES

- Abdullahi, I., & Yusoff, W. Z. W. (2019). Influence of facilities performance on student's satisfaction in Northern Nigerian universities. *Facilities*, 37(3/4), 168–181. <https://doi.org/10.1108/F-08-2017-0088>
- Abrahams, I. (2007). An Unrealistic Image of Science. *School Science Review*, 88(324), 119–122. <https://doi.org/10.1108/F-08-2017-0088>
- Adewunmi, T. B. (2000). *The influence of physical resources on pupils academic performance in lagos state primary school* [Unpublished M.Ed. Dissertation]. University of Benin.
- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevant is excellent: Autonomy-enhancing and sup pressing teacher behaviors predicting students' engagement in school work. *British Journal of Educational Psychology*, 72(2), 262–278. <https://doi.org/10.1108/F-08-2017-0088>
- Briggs, D. C., Chattergoon, R., & Burkhardt, A. (2019). Examining the dual purpose use of student learning objectives for classroom assessment and teacher evaluation. *Journal of Educational Measurement*, 56 (4), 686–714. <https://doi.org/10.1111/jedm.12233>
- Brooks, E., & Weiler, S. C. (2018, Spring). The relationship between the condition of colorado elementary school facilities and student achievement. *Journal of Education Finance*, 43(4), 397–416. <https://www.muse.jhu.edu/article/707921>
- Babić, I. Đ. (2017). Machine learning methods in predicting the student academic motivation. *CORR: Croatian Operational Research Review*, 8(2), 443–461. <https://doi.org/10.17535/crorr.2017.0028>
- Barnawi, A. M. (2012). *The management of school facilities*. AR-RUZZ MEDIA.
- Boakye-Boaten, A. (2015). Changes in the Concept of Childhood: Implications on Children in Ghana. *The Journal of International Social Research*, 3(10), 104–115. <https://www.researchgate.net/publication/42637307>
- Cocca M, Cocca A. Affective variables and motivation as predictors of proficiency in English as

- a foreign language. *J Effic Responsib Educ Sci.* 2019;12(3):75–83. Doi:10.7160/eriesj.2019.120302
- Clark, K.R. (2015), The effects of the flipped model of instruction on student engagement and performance in the secondary mathematics classroom. *Journal of Educators Online*, 12(1), 91-115.
- DeMonbrun, M., Finelli, C. J., Prince, M., Borrego, M., Shekhar, P., Henderson, C., & Waters, C. (2017). Creating an instrument to measure student response to instructional practices. *Journal of Engineering Education*, 106(2), 273–298. <https://doi.org/10.1002/jee.20162>
- Filges, T., Sonne-Schmidt, C. S., & Nielsen, B. C. V. (2018). Small class sizes for improving student achievement in primary and secondary schools: A systematic review. *Campbell Systematic Reviews*, 14(1), 1–107. <https://doi.org/10.4073/csr.2018.10>
- Fan, J. J. & Feng, H.Y., (2012). A Study on Students' Learning Motivation of EFL in Taiwanese Vocational College. *International Journal of Learning & Development*, 2(3), 260-269. <https://doi.org/10.5296/ijld.v2i3.1791>
- González-Gomez, D., Jeong, J.S., Airado Rodríguez, D. and Cañada-Cañada, F. (2016), Performance and perception in the flipped learning model: an initial approach to evaluate the effectiveness of anew teaching methodology in a general science classroom. *Journal of Science Education and Technology*, 25(3), 450-459. <https://doi.org/10.1007/s10956-016-9605-9>
- Hair, J.F., Sarstedt, M. and Ringle, C.M. (2019), Rethinking some of the rethinking of partial least squares. *European Journal of Marketing*, Vol. 53 No. 4, pp. 566-584. <https://doi.org/10.1108/EJM-10-2018-0665>
- Hamidi, H., & Chavoshi, A. (2018). Analysis of the essential factors for the adoption of mobile learning in higher education: A case study of students of the University of Technology. *Telematics and Informatics*, 35(4), 1053–1070. <https://doi.org/10.1016/j.tele.2017.09.016>
- Han, J., & Yin, H. (2016). Teacher motivation: definition, research development and implications for teachers. *Cogent Education*, 3(1), 1–18. Hopland, A. O., & Nyhus, O. H. (2016). Learning environment and student effort International. *Journal of Educational Management*, 30(2), 271–286. <https://doi.org/10.1080/2331186X.2016.1217819>
- Ho, F., & Siegel, L. S. (2014). A study of the relationships among chinese multicharacter words, subtypes of readers, and instructional methods. *Journal of Learning Disabilities*, 49(1), 97–110. <https://doi.org/10.1177/0022219414529334>
- Lyionia, T., & Kipng'etich. (2017). Perception of teachers on availability of instructional materials and physical facilities in secondary schools of Arusha District, Tanzania. *International Journal of Educational Policy Research and Review*, 4(5), 103–112. 12. <https://doi.org/10.15739/IJEPRR.17.012>
- Mendoza NB, Yan Z, King RB. Domain-specific motivation and self-assessment practice as mechanisms linking perceived need-supportive teaching to student achievement. *Eur J Psychol Educ.* 2022;1–24.
- Musthafa, B. (2010). English Teaching in Indonesia: Status, Issues and Challenges. *In ESL Magazin*, 5(1), 26-28. <https://www.researchgate.net/publication/273047933>
- Neolaka, F., Manggoa, M., & Nenotek, S. A. (2016, October). The implementation of curriculum 2013 at state junior high school 1 central Kupang Kupang regency academic year 2013/2014. *Journal of Education: Theory, Research, and Development*, 1(10), 2010–2015. <http://journal.um.ac.id/index.php/jptpp/article/view/7410>
- Putri, L. W., & Usman, O. (2019, July 5). Influence of learning strategy, learning style, practical facilities, and media learning on learning outcomes of SMK students. *Learning Style, Practical Facilities, and Media Learning on Learning Outcomes of SMK Students.* <http://dx.doi.org/10.2139/ssrn.3415475>
- Pradono, S., Astriani, M. S., & Moniaga, J. (2013, October). A method for interactive learning. *International Journal of Communication & Information Technology (Commit)*, 7(2), 46–48. <https://doi.org/10.1109/AIT49014.2019.9144964>
- Rheinberg, F., & Engeser, S. (2018). Intrinsic motivation and flow. In Heckhausen J., Heckhausen

- H. (eds), *Motivation and action* (pp. 579–622). Springer.
- Sugiyono. (2014). *Quantitative and qualitative research method and R&D*. Publisher CV Alfabeta.
- Tisch, M., & Metternich, J. (2017). Potentials and limits of learning factories in research, innovation transfer, education, and training. *Procedia Manufacturing*, 9, 89–96. <https://doi.org/10.1016/j.promfg.2017.04.027>
- Virvou, M., Katsionis, G., & Manos, K. (2005). Combining software games with education: Evaluation of its educational effectiveness. *Educational Technology and Society*, 8(2), 54–65. <https://www.jstor.org/stable/10.2307/jeductechsoci.8.2.54>
- Yang, X., Zhao, X., Tian, X., & Xing, B. (2020). Effects of environment and posture on the concentration and achievement of students in mobile learning. *Interactive Learning Environments*, 1–14. <https://doi.org/10.1080/10494820.2019.1707692>