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Investigating Students' Motivation in Doing English Excercise Practice

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Article Info	ABSTRACT
	This research aims to describe the level of motivation and the type of motivation wether instrumental or integrative motivation. This research took place one of vocational high school of Polewali Mandar. The research applied descriptive quantitative design. Population of this research was 210 of students SMKS Suparman Wonomulyo. The sample of this research 40 students representtative each grade. In collecting the data qusionnaire was used as instrument. The data was calculated by using SPSS to find out percentage and frequency. The result showed that in motivation level, most students had low level. In Instrumental motivation the students had average level motivation.While, integrative motivation the students had high level motivation, and questionnaire section attitude towards English excercise practice the students generally had negative attitude.

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INTRODUCTION

In schools in Indonesia, English courses are compulsory. The government regulation mandates secondary schools and tertiary education institutions to include English in their curriculum as a mandatory subject (Zulfikar, et al., 2019). The need to use and master foreign languages, especially English has made changes which is quite significant in the education system in Indonesia. The position of English in the learning curriculum in Indonesia is important because in addition to responding to global challenges, English is an international language that must be mastered and studied by the Indonesian people, especially in our education world, as well as access to digital technology (Isadaud, et al., 2022).

Moreover, the impact of English on students in the Indonesian education system is a topic of discussion among researchers. According to a study on English teachers' perspectives, most teachers believe that English has positive impacts on the Indonesian educational system, while only a few acknowledge negative impacts (Silalahi, 2016). In addition Kurniati, et al (2021) states that, the indonesian government has acknowledged the importance of English in the global context and has responded by introducing English lessons at a lower level of education, namely at the basic education level, to improve students' ability and mastery of English.

The importance of students' motivation is a crucial aspect of their learning and academic performance. Students' motivation that has an essential impact on the learning process is the most important key (Amelia, et al., 2024). Furthermore, the existence of intriguing new innovations in the process of teaching and learning is always directly tied to the world of education. Therefore, the learning process plays a crucial role in the current generation because through learning, we can prepare a better quality of life for the best future in our lives, and English is an international language that is needed, learned, and used by people around the world. English as a foreign language is taught at many levels of Indonesian education, beginning with elementary

school, junior high school, high school, and college (Amelia, et al., 2024). Then, motivation to learn gives the spirit of learning, direction, and behavior persistence (Suprijono, 2009).

The importance of students' motivation cannot be overstated. It plays a vital role in shaping their learning process and academic performance. Motivation is the driving force behind students' persistence and enthusiasm in learning, and it is essential for achieving academic success. Without motivation, students may lack the necessary drive to engage with the learning material, leading to poor performance and a lack of engagement in the learning process (Raysharie, et al., 2023).

In the context of Indonesian education, where English is taught at various levels, motivation to learn is particularly crucial. English is an international language, and proficiency in it can open doors to new opportunities and enhance global communication. Therefore, fostering a motivated learning environment is essential to ensure that students develop the skills and confidence needed to succeed in English and other subjects. By creating a positive and engaging learning environment, educators can help students develop a strong motivation to learn, leading to better academic outcomes and a more fulfilling educational experience (Indonesia, 2023). In addition, the importance of English proficiency among students is a topic of significant concern in the field of education. English is widely regarded as the global language of communication, business, and diplomacy. Proficiency in English opens up a world of opportunities for individuals, allowing them to access a wealth of knowledge, connect with people from diverse backgrounds, and participate in the global economy. In the academic sphere, a strong command of English is essential for accessing a wide range of educational resources, as a significant portion of the world's academic literature is published in English. Furthermore, English proficiency is often a requirement for admission to top universities and for pursuing advanced studies and research opportunities abroad(Hibatullah, 2019; Darma and Widiastuty, 2023).

In the context of school-based English language education, regular and effective English exercise practices are crucial for the development of students' proficiency. Engaging in activities that focus on the four essential skills of reading, speaking, writing, and listening is fundamental to the language learning process. These activities should be designed to provide students with ample opportunities to practice and apply their English language skills in various contexts. Additionally, by (Dai, 2023) practice is a crucial link in classroom teaching. How to improve students' practice is an important problem that teachers should pay attention to in teaching. Practice is widely used in English teaching, and also it is a very effective wat of teaching in English teaching, in the English classroom teaching, teachers need to use the practice here and there, the importance of the practice in the English classroom teaching, is also very significant, we can say if someone wants to do a good job in teaching, teach a class or take a good lesson,using the practice reasonably and correctly is the key factor among a lot of factors. It fully plays a major role in practice to achieve teaching objectives and improve the teaching process. No class is complete without practice. But nowadays, many teachers do not carefully think about how to assign exercises to students, and how to do exercises for students, but just take exercises as a common task.

 By integrating such exercise practices into the curriculum, schools can better support the holistic development of their students' English language abilities, ultimately preparing them to effectively communicate and succeed in an increasingly interconnected world (Darma and Widiastuty, 2023).

Several factors could decrease students' motivation in learning. motivation to learn decrease, it can be called as demotivation and may lead to their failure in learning (Erlina et al, 2020). Demotivating influences are one factor that might dampen pupils' enthusiasm for learning a language. However, there are negative variables that might demotivate students and interrupt the learning process, including language learning. Demotivating factors were mentioned by Dornyei (2001). Demotivating influences progressively reduce motivation and obstruct efficient language acquisition, in contrast to motivating elements that can increase the motivation of language learners. Then, Jane Arnold in Zhen and Jianbo (2019) defined language anxiety as fear and worry; Itis produced when students study English. This type of anxiety becomes the big resistance to teachers when they give. Additionally, another factor that cause a student become demotivation learning English is difficult to learn it, As a foreign language studied at school, English may be considered a difficult language for Indonesian students to learn. Even though students study English for a long time, they still feel that English is difficult to learn (Mahrina et al., 2023).

Based on researcher's experience in teaching students at the vocational high school in Polewali Mandar and the result of researcher's observation, researcher has seen lots of students do not have desire in doing english excercise practice. It is can be seen when it comes evaluating the result of the students' English task. When the students are given an assignment or excercise practices which is unworkable or uncomprehending English, they will cheat a friend's work before the assignment is submitted. They also often reprimanded by parents when they take time to learn by playing so school assignments are not completed.

Besides, they can not share time in studying, do not even have a study schedule. When working on questions tests, assignments or excercise practice in English, they will look for easy questions to answer done first. They do not have challenges to do English excercise or task, they even feel lazy and do not want to do assignments or excercise practices until it is finished. They do not dare to ask if there is an English material

that they feel difficult to understand, for fear of asking the wrong question or not being able to answer the questions asked by the teacher. They feel scared when unable to answer the questions asked by the English teacher. When teachers give a reprimand for the values they get, they tend to do not want a reprimand for repairs or repeated values obtained, and when given the task back, they still get grades at below the standard value. Seeing the consistency of submitting task and the importance of students' profiency in learning English at school. The researcher also discovered that English teachers from other vocational high schools share similar concerns. When asked about their teaching process, the researcher found that the problem is not significantly different from the school.

Moreover, English exercise practices are important for several reasons. They help improve language proficiency, enhance communication skills, and increase cultural awareness. Regular English practice can also boost cognitive abilities, such as critical thinking and problem-solving skills, and can contribute to overall mental well-being. Additionally, effective communication in English is crucial for both personal and professional growth in today's globalized world.

Based on the results described above, with an emphasis on study students' motivation, the researcher is curious in learning more about the motivation of students at SMKS Suparman Wonomulyo towards their performance on English excercise practice, the researcher interested to examine the level of students' motivation in doing English excercise practice and to investigate the type of motivation the students have, at SMKS Suparman Wonomulyo. There are several researcher findings realated about investigate students' motivation towards english language. For intance, Yuzulia (2021) and Anwari, (2019) both of them identify those factors that students are motivated toward English language learning. Dang, et al (2021) found that factors affecting motivation of English.

METHODOLOGY

The research applied descriptive quantitative design. Population of this research was 210 of students SMKS Suparman Wonomulyo. The sample of this research 40 students representtative each grade. In collecting the data qusionnaire was used as instrument. The data was calculated by using SPSS to find out percentage and frequency.

RESULTS AND DISCUSSION

Moreover, question number 20 (I prefer practicing English with a partner or in a group) 87.5 % of students answer with disagree, indicating that they disagree with this statement. While, 12.5 % of students answer with neutral. Question number 21 (I seek feedback from others to improve my English exercises) most of students 77.5% answer with disagree. However, 22.5 % of students answer with neutral. Question number 22 (I regularly review my mistakes in English exercises to learn from them) most of students 85.5 % answer with strongly disagree, indicating that they disagree with this statement. Only 12.5% disagree and 2.5% answer with neutral.

Based on the data above, this data shows that students tend to have a disagree or neutral attitude towards the questions in Section D: Attitude towards English Practice. The highest percentage of disagree 53.0 % options indicates significant disagreement with most of the statements proposed in this section. The students generally have a negative attitude towards English exercise practice. Most of students disagree with statements indicating interest, confidence, and preference for practicing English with others. Additionally, they do not seek feedback or regularly review their mistakes to improve their English exercises.

First, the problem of the research the students' motivation in doing English excercise practice, to answer the research question the researcher distributed questionnaires. The questionnaire was distributed to Students of SMKS Suparman Wonomulyo. There are fourty students participated in filling out the questionnaire. Questionnaire consist of 22 questions and likert scale item to describe the level students' motivation and type motivation of students related English excercise practice.

The students' motivation among students at the level of motivation, in the question number 1 (I enjoy learning English very much) level of students based on the data motivation level present above, shows low level of motivation 55.0 % of the students answer aggreeing, it shows a relatively low level of motivation . While 45.0 % of students answer with neutral, it shows a lack of strong enthusiasm for the subject. Based on the result, it is evident that students have a low level of motivation when it comes to learning English. The data indicates a concerningly low motivation level among students towards learning Englih. According to Crookes and Schmidt (1991), motivation is intrinsically tied to a learner's orientation towards their second language goals. The relatively high percentage of students who merely agree to enjoying English learning, coupled with the substantial neutral responses, indicates a weak orientation towards achieving English language proficiency. This lack of clear goals and a diluted enthusiasm for the language learning process collectively contribute to the overall low level of motivation observed among the students.

In the question number 2 (I always practice English exercises outside of class), the students answer 57.5 % with disagree and strongly disagree with 42.0 %, it indicated they disagree or strongly disagree with the statement. This suggests that a large portion of the class was not regularly practicing English exercises

outside of classroom time. Maintaining learner motivation is crucial for successful language learning. Teachers can enhance motivation by providing engaging and relevant exercises, offering positive feedback, and creating a supportive learning environment. The high percentage of students disagreeing with the statement "I always practice English exercises outside of class" a lack of regular independent practice. This could be due to factors like resistance to perceived busywork or social desirability bias. To address this and enhance learner motivation, as Dörnyei (2013) suggests, teachers can implement strategies like providing engaging exercises, offering positive feedback, and setting clear, achievable goals. This will create a more supportive learning environment that encourages students to practice independently and ultimately improve their English language skills by doing their English excercise. Teachers play a crucial role in fostering students' motivation. Creating a supportive and engaging learning environment is essential for enhancing both intrinsic and extrinsic motivation. Wentzel and Brophy (2014) identify several strategies that teachers can use to motivate students: setting high expectations, providing meaningful and relevant tasks, promoting a growth mindset, offering choice and autonomy, and creating a positive classroom environment.

In the question number 3 (I am motivated to improve my English skills) received a response, with 50.0 % of students answer with agreeing, 32.5 % answer with neutral, and 17.5 % answer disagree. It indicates a general lack of apathy or resistance towards improving English skills. These findings are consistent with the research of Dornyei & Cziser (1998), which emphasizes the strong correlation between high motivation and successful language acquisition. A motivated student is typically more engaged in the learning process, persistent in overcoming challenges, and ultimately achieves higher proficiency levels. As a Ryan & Decy (2017) state that Motivation can be broadly categorized into intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity for its own sake, driven by interest and enjoyment in the task itself. extrinsic motivation involves performing an activity to achieve an external reward or to avoid punishment.

Furthermore, question number 4 (I set personal goals for my English learning) shows that most of students 75.5 % answe rwith neutral, 25,5 % answering disagree It's possible that students are hesitant to express a lack of personal goal setting, or there could be underlying factors that are preventing some students from setting such goals .Goal setting is another important aspect of motivation. Clear, specific, and achievable goals provide direction and a sense of purpose. Dörnyei (2013) emphasizes that well-defined goals can enhance students' motivation by giving them a target to strive for. Goals can be categorized into short-term and long-term objectives, and they should be realistic and aligned with students' interests and abilities.

Finally, in the question number 5 (It is important for me to achieve high scores in English exams), 85.0 % of students answer with agree, while another 10.0 % answer with disagree, and 5.0 % of students answer with neutral. Based on this data shows a very high level of motivation among students want to achieve high scores in English exams. According to Deci & Ryan (2017), extrinsic motivation involves performing an activity to achieve an external reward or to avoid punishment. Extrinsically motivated students might study to earn good grades, receive praise from teachers or parents, or avoid negative consequences such as failing a course. While extrinsic motivation can be effective in encouraging short-term compliance and task completion, it may not lead to long-term engagement and deep learning .

The type of students motivation is instrumental motivation, based on the data the results indicate a average level of Instrumental Motivation among   students, most of expressing 47.92 % hold neutral views about the practical benefits of language acquisition. 32.92 % answer agree that learning English is instrumental to their goals. 18.75 % the students answer disagree with this notion, suggesting that they do not perceive immediate or significant practical advantages, and 0.42% the students answer strongly disagree indicating a very low level of instrumental motivation within this small subgroup. Based on the data the results suggest that while instrumental factors influence the motivation of some students, it is not a primary driving force for the majority of the student population.

Students has the desire to learn English to get something important for their lives, such as good education and job. According to Gardner (1985), instrumental motivation is driven by students' desire to learn English to acquire economic and practical benefits, such as better education and job opportunities, which are crucial for their lives. Then, Roike (2016) states instrumental motivation is linked to the idea of pure practical value in learning a second language. This motivation is centered on the desire to enhance career or business prospects, gain prestige and power, access scientific and technical information, or continue one's education, all of which are practical benefits that students seek to achieve through learning a second language. Meanwhile, the result of this research shows that 18.75% of students answer with disagree. Students might recognize the long-term benefits of English proficiency but not perceive immediate practical advantages. This could be due to their current age, educational level, or socio-economic background. The students might be intrinsically motivated to learn English, driven by interest in the language, culture, or personal growth, rather than solely external factors. Santrock (2004) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. For example, a person studies English because he/she likes or enjoys learning English.

Furthermore, the type of students' motivation is integrative motivation the data showed that high level of motivation in the context of integrative motivation the overal responses from students were 61.67 % to the questions asked. Gardner's findings, the researchers discovered that students at SMKS Suparman Wonomulyo exhibited a more dominant integrative motivation in learning English. This was due to their positive attitudes towards speakers of foreign languages and cultures. Gardner (1985) said, integrative motivation is the desire of students to learn English because they want to understand culture and become part of language users. from students were positive to the questions asked. In the first question number 12 (I learn English because I am interested in the culture of English-speaking countries), 57.5 % of students answer with neutral and 42.5 % answer disagree. A similar pattern is seen in the other questions. On the second question number 13 (I enjoy communicating with native English speakers), 72.5 % of students answer with neutral, and 27.5% answer with agreeing. In the third question number 14 (I want to understand English media (e.g., movies, music, books) better), 82.5% of students answer with agreeing, while 17.5 % answer with strongly agreeing. High percentages were also seen in the fourth question number 15 (I study English because I want to live in an English-speaking country) 80.0 % answer with agreeing and 20.0 % answer with strongly agreeing.

Then, The fifth question number 16 (I am motivated to learn English to make friends from different cultural backgrounds) showed with 80.0% of students answer with strongly agreeing and 20.0 % answer with strongly agreeing. Further, in the last question number 17 (I feel happy when I can speak English fluently with others), 100.0% of students answer with Agreeing.

Based on the result showed that instrumental motivation of students is average level most of students, most answer 47.92 % neutral. While, integrative motivation the data showed that high level of motivation in the context of integrative motivation the overal responses from students were 61.67 % answer with agree. Integrative motivation appears to be more dominant. According to Brown (2000) and Gardner (1985), there are two basic types of motivation: integrative and instrumental. Furthermore, Dörnyei (2003) differentiates between two key motivational types: instrumental motivation and integrative motivation. Instrumental motivation refers to the desire to learn a language for practical reasons, such as getting a job or traveling. Integrative motivation, on the other hand, focuses on the intrinsic enjoyment of learning the language and connecting with its culture.

Moreover, general motivation level is low level, instrumental motivation is average level and integrative motivation is high level. From the findings about attitude in towards English excercise practice data showed that the students generally have a negative attitude towards English exercise practice. Most students disagree with statements indicating interest, confidence, and preference for practicing English with others. In the question number 18 (I find English exercises interesting and engaging), 80.0 % most of students answer with disagreeing, indicating that they disagree with the statement in this question that English exercises are interesting, it's clear that most students don't enjoy it. Only 20.0 % answer with neutral, this could be due to a number of factors, such as repetitive drills, lack of connection to real-world application, or uninteresting content. Tomlinson (2014) emphasizes the importance of adapting exercises to meet diverse learner needs. Further, Tomlinson (2014) argues for differentiation, tailoring exercises to cater to different learning styles and preferences. Repetitive drills might bore some students who crave a more interactive approach, while others might find them overwhelming without proper scaffolding.

In the question number 19 (I feel confident when doing English exercise), 90.0 % students answer strongly disagree, 7.5 % the students answer disagree and 2.5 % tstudents answer neutral. This indicates a prevalent lack of confidence among students in their English language skills. These results clearly demonstrate a widespread lack of self-confident in students' English language abilities, particularly in performing exercises. The students have not developed a strong opinion about their confidence level, perhaps because the exercises haven't challenged them enough to feel confident or uncertain. Alternatively, it's possible they lack experience and simply have not formed an opinion about their English abilities. The fact that almost of students responded with strongly disagree suggests the exercises might not be providing them with a clear sense of progress or achievement. Tomlinson (2014) highlights the importance of exercises that provide students with opportunities to experience success and build confidence. Without clear challenges or differentiated levels of difficulty, students might struggle to gauge their abilities or feel unsure of their progress.

Moreover, in the question number 20 (I prefer practicing English with a partner or in a group) 87.5 % answer with disagreeing, indicating that they disagree with this statement and 12.5 % answer with neutral. The data showed 87.5 % of students disagree with practicing English with a partner or group. This suggests a lack of motivation for traditional practice methods. One effective strategy is to incorporate interactive and engaging activities that make language practice enjoyable and relevant to students' lives. For instance, using role-playing exercises, group discussions, and multimedia materials can help students develop their language skills while fostering a sense of community and collaboration. Additionally, providing opportunities for students to share their own experiences and perspectives can increase their motivation to participate and practice their English skills by Liontou & Braidwood (2023). In addition, engaging these activities can

develop language skills through active participation, students practice speaking, listening, comprehension, and potentially writing. Interactive activities encourage teamwork and a sense of belonging. Then, Sharing experiences and perspectives can make students feel invested in the learning process.

Question number 21 (I seek feedback from others to improve my English exercises) most of students 77.5 % answer with disagreeing. However, 22.5 %. This could indicate a few things: the exercise might be too difficult for most students, the topic might not be relevant to their interests, and the word of the exercise might be unclear. If the exercise was too challenging, it might have caused frustration and anxiety instead of providing a predictable practice opportunity as Harmer (2015) posits, well-structured exercises can alleviate anxiety by providing a familiar practice environment. Conversely, challenging exercises that induce frustration may hinder students' willingness to seek feedback and improve.

Question number 22 (I regularly review my mistakes in English exercises to learn from them) 85.0 % students answer with strongly disagreeing, 12.5 % answer with disagree, and 2.5% answer with neutral. Based on the result the students engagement with English practice methods. The importance of English exercises cannot be overstated. These exercises provide learners with the opportunity to practice and reinforce their language skills, helping them to internalize new concepts and vocabulary. Regular practice through exercises allows for the gradual improvement of language proficiency and fluency. According to Nation (2013), practice is essential for language learning as it helps to consolidate learning and improve retention.

The data showed that a concerning describe of student engagement with English practice methods. While the importance of exercises for language learning is undeniable, most of students answer more than 85.0 % all questions strongly disagree with the suggested approaches, likely including question 22 about reviewing mistakes. This suggests that the current methods might be ineffective in capturing student interest.

This disconnect between the need for practice and student disengagement is a significant hurdle to overcome. Traditional exercise formats might feel dull or lack a clear connection to learning goals. This lack of motivation can lead students to skip reviewing mistakes, a crucial step for improvement as highlighted by Nation (2013). To bridge this gap, educators need to implement more engaging and goal-oriented practice methods that encourage students to actively participate in their learning journey.

Additionally, the students do not seek feedback or regularly review their mistakes to improve their English exercises. Therefore, the teacher must recognize the factors of students affecting their lack of doing English encercises. Recognizing the factors, teachers can enhance motivation by providing engaging and relevant exercises, offering positive feedback, and creating a supportive learning environment. Dörnyei and Ushioda (2013) emphasize the importance of motivation in language learning and suggest that teachers play a critical role in fostering and maintaining it.

CONCLUSION

Motivation is a crucial factor that impacts the teaching and learning process. Without motivation, achieving learning objectives becomes challenging. Students' Motivation is the main point to determine desire to learn English. Students' motivation is the most important key that has an essential impact on their performance and achievement during the learning process.

Based on the result of the research, the researcher conclude that in motivation level most of students had low level, with highest percentage agreeing is 38% that they enjoy learning English very much. Furthermore, in instrumental motivation the students had average level motivation 47.92 %. the results indicate a average level of instrumental motivation among of students expressing neutral with statements related to instrumental motivation in learning English. While, integrative motivation the students had high level motivation with the highest percentage 61.67 % students respond agree in integrative motivation in motivating them in learning English , and in attitude towards English excercise practice the students generally had negative attitude 53.0 % the students answer with disagree and 35.0 % answer with strongly disagree, it indicates interest, confidence, and preference for practicing English with others. Additionally, they do not seek feedback or regularly review their mistakes to improve their English exercises.

RECOMMENDATION

For the teacher, teacher play a crucial role in fostering students' motivation. Creating a supportive and engaging learning environment is essential for enhancing both intrinsic and extrinsic motivation and identify several strategies that teachers can use to motivate students. Furthemore, instrumental motivation can be fostered by encouraging students to practice English exercises to achieve specific goals, such as improving their grades or preparing for exams. Then, addressing the negative attitudes towards English exercise practice will require identifying and addressing the reasons behind these attitudes, which may include making the exercises more relevant to students' lives or providing more feedback and support.

For the further researcher, can discuss of students' motivation in doing English excercise practice with large population and sample, and with the defferent types of research. The future reseacher can also find out another thing that correlation to students' motivation or English excercise practice.

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