

ANALYSIS OF INCREASED STUDENT MOTIVATION IN THE PROCESS OF LEARNING ENGLISH PRONUNCIATION

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Abstract: This research is entitled “Analysis of Student Motivation Improvement in the English Pronunciation Learning Process.” This study aims to explore, analyze, and describe motivation in improving English pronunciation and the strategies used by English majors in improving English pronunciation. This study uses the concepts of Deci and Ryan (1980) and the Macrotheory of Deci and Ryan (2008). This type of research is descriptive research with a qualitative approach. In data collection, a semi-structured interview method was used. The results of the study show that: The factors that influence the increase in motivation of English major students in learning English pronunciation consist of two types of motivation, namely intrinsic and extrinsic motivation, such as: 1) intrinsic factors that influence the increase in student motivation, such as self-confidence, personal interests and goals, and self-motivation in learning English pronunciation. Then 2) extrinsic factors that influence the increase in student motivation, such as social and professional demands, peer influence, and support and encouragement from lecturers. Based on the results of the analysis of increased student motivation in the process of learning English pronunciation, several students emphasized that successful learning can occur due to motivating factors that arise from within themselves.

Keywords: *Motivation, English Pronunciation, Influencing Factors*

INTRODUCTION

In language learning, one of the most important aspects is pronunciation. Pronunciation is one of the most important elements in language teaching. It emphasizes that, in addition to grammar and vocabulary, pronunciation is a mechanical element of speaking skills. Thus, even though we have mastered a lot of vocabulary and language, it does not guarantee that we can pronounce words accurately when we have a conversation.

Pronunciation is one of the most overlooked dimensions in language teaching, especially

English, even though pronunciation is one of the most important components of oral language proficiency. In some cases of English language learning, students or learners who do not have a natural talent will find it difficult to adapt to the correct pronunciation of foreign words.

In foreign language teaching, pronunciation and intonation are very important for achieving verbal competence that can result in clear communication between language users. In addition, incorrect pronunciation and intonation in foreign language conversations can lead to misinterpretation or misunderstanding of a message and can also cause confusion between the speaker and the listener.

According to Mandasari and Oktaviani (2019), implementing or adopting approaches in pronunciation learning, such as listening to someone speak English or watching movies with English subtitles, can be successful in improving learning potential in learning English pronunciation. Then we can also use learning techniques such as listening to English music or memorizing short vocabulary in one sentence using the technique of describing something, for example, a painting.

In this case, the author will conduct research on the motivation of English major students in the process of improving their English pronunciation, as the author has conducted preliminary observations on English major students at Sam Ratulangi University in Manado. The information I have gathered indicates that many students lack knowledge and motivation in terms of proper pronunciation.

Therefore, the author is interested in conducting this research because it is very much needed in an English department in order to improve students' perceptions, helping them understand and explore their motivation in learning English pronunciation. In addition, it can provide an overview of what kind of motivation they have in improving their English pronunciation and what they still need to improve in English pronunciation practice in the English department.

METHOD

This study uses a qualitative research approach with in-depth interviews. Qualitative research focuses on a deep understanding of social phenomena or human behavior with the aim of capturing or exploring the subjective experiences and views of the participants involved. Qualitative research analyzes the experiences, perceptions, and views of a subject in

their natural setting (Dunn & Zimmer, 2020).

The use of in-depth interviews is very suitable for the purpose of providing a comprehensive understanding of students and exploring the intrinsic and extrinsic motivations of English majors in relation to English pronunciation. The main data source for this study is based on interviews with direct informants, which were conducted through in-depth interviews with informants who are students majoring in English.

RESULTS AND DISCUSSION

This study analyzes the increase in student learning motivation in the process of learning English pronunciation. The results of this study are divided into two main parts: first, exploring and analyzing the intrinsic factors that motivate students in the process of learning English pronunciation; second, identifying and analyzing the extrinsic factors that motivate students in terms of improving the process of learning English pronunciation.

1. Intrinsic Factors Motivating Students

This research explores and analyzes the intrinsic factors that motivate English majors in the process of learning English pronunciation, which is divided into several aspects;

a. Desire to learn English

Students who have intrinsic motivation will have greater enthusiasm and desire to achieve their goals. This can be seen from several experiences where someone who is motivated by their own willpower is more effective in continuing to move forward in their actions and will be very enthusiastic about achieving their goals in order to satisfy themselves when they have reached a target. When learning English pronunciation, you must have strong motivation, including from yourself, because in order to learn pronunciation, you must have extensive knowledge of the basics of a language by learning basic vocabulary, which you can then develop into conversational sentences.

Some people think that learning is very boring, including learning English pronunciation, which is not our everyday language. However, when we have a basic interest in learning English pronunciation, even small things we learn will feel enjoyable because we are doing it based on our own interests. Therefore, students must have basic potential for learning, especially in learning English pronunciation. This will easily improve their pronunciation by exploring the language independently, which can be done by watching movies with English

narration.

b. Personal Interests and Goals

Speaking English is not difficult for us to do, but sometimes English becomes complicated when we learn it without starting with our own interest and intention to learn. Therefore, if we are interested in and aim to make English a part of our daily lives, even the smallest aspects of English will become easy and very enjoyable to learn, because a person's motivation to learn will determine their success in learning. Thus, one's own interest and intention greatly influence the outcome of learning, and the outcome of learning also greatly influences our intention and interest to continue that learning.

Building ourselves to be able to speak English is one of the challenges in our education today. However, when we build ourselves up, complicated things such as pronouncing English will become easy and even enjoyable to practice every day. The uniqueness of English will reveal itself when we have the intention to explore every part of the English vocabulary, from the easiest words to understand to the most difficult ones. Previous research by Noel et al (2000) shows that intrinsic motivation plays an important role in the success of second language learning.

c. Self-confidence

Autonomous motivation is a motive that does not need to be stimulated from outside, because within each individual there is already an urge to do something. The urge to learn stems from a need, which must have an impact on the success of the student's learning. Speaking English has been a challenge since childhood, and even now it remains a challenge in our lives as students. When we make English a pleasure since childhood, we will confidently build ourselves up to meet the challenges in our lives as students. In other words, autonomous motivation, better known as intrinsic motivation, can emerge as a character trait that has existed since birth, making it part of one's endogenous nature, internal factors, and innate characteristics.

According to Deci and Ryan (1985), intrinsic motivation arises when a person engages in an activity because they find it interesting, enjoyable, or personally rewarding, rather than because of external rewards or pressure. Other experts also argue that curiosity is a natural motivator in the learning process. In self-determination theory (SDT), Deci and Ryan

emphasize that intrinsic motivation grows when a person feels they have autonomy or freedom of choice and competence or the ability to succeed. If students feel capable and are given the freedom to choose how they learn English, they will be more internally motivated.

2. Extrinsic Factors Motivating Students

This research explores and analyzes extrinsic factors that motivate English majors in the process of learning English pronunciation, which are divided into several aspects:

a. Peer Influence

Motivation that is controlled or only arises from outside oneself can lead to a lack of enthusiasm for learning among students. This can be proven by the large number of students who still want to stick to their own convictions without being controlled, whether it be by the expectations of their parents, or being sent to participate in a debate competition. One example is the influence of peers, where motivation that is controlled by others and without any intention of one's own will make a person less productive and thorough in carrying out the activity, even if it is only done temporarily and not for a long period of time. The influence of one's social environment and circle of friends greatly affects a person's intentions and interests.

The many learning demands and activities can be very tiring when done simultaneously, especially when one of them does not suit our own interests. In this case, when we want to speak English, our vocabulary is very limited and we only know a few words in that language. A social environment that does not follow norms and lacks a clear purpose will continue to lead us in an unstable and inconsistent direction. Just as when we want to learn a foreign language, the inconsistency of our daily environment, such as not being accustomed to speaking English, will make it even more difficult for us to improve our English language skills. Therefore, motivation that is not based on our own intentions and not being in the right environment will quickly fade away and will not produce good results, and may even be detrimental to ourselves.

b. Support and Encouragement form lecturers

According to Elida Prayitno (1989), there are several extrinsic motivators used by some educators to stimulate students' interest in learning, such as giving praise and criticism, competition, rewards and punishments, and notifying students of their learning progress. In

this case, the rewards and reprimands referred to are when an educator finds that a student has courage, the educator must give them appreciation for their courage and also reprimand them for their success that began with their courage. Therefore, appreciation is a major motivator for students in developing their interest in learning. As mentioned earlier, when educators give praise for success, students will begin to engage in competition, which will motivate them based on the courage they have already demonstrated.

Controlled motivation, according to Deci and Ryan (1985), arises when individuals perform an activity to achieve a specific result outside of the activity itself, such as external encouragement in the form of praise, academic grades, environmental demands, or expectations from others. In the context of English pronunciation learning, extrinsic motivation can encourage students to learn due to external factors such as academic demands, encouragement from lecturers, environmental pressure, or the desire to get a certain job. Extrinsic factors, although originating outside the student, still play an important role in the learning process. According to Slavin (2012), extrinsic motivation can be an initial trigger in the learning process, especially when intrinsic motivation has not yet been strongly established.

c. Social and Professional Environmental Demands

Behaviorist theory explains that a person's behavior can be motivated by external consequences such as rewards or punishment. In the world of education, grades or test scores are a very influential form of reinforcement. According to Lev Vygotsky, social interaction and cultural context greatly influence cognitive development. In this case, the social environment, such as encouragement from parents, lecturers, or peers, can be a strong external motivator. Learning English is a common thing when you are a student, but when pursuing education as a student, we really need external encouragement or encouragement from outside ourselves

When we have a fundamental interest in learning a language, it will be enjoyable to do so. This is different from when we are only motivated by ourselves, because encouragement from others is sometimes only temporary and human nature is very unstable. Therefore, it is difficult to synchronize our own motivation and the encouragement of others with our own dominant nature. A study in Indonesia found that the majority of students learn English due to

academic requirements and career prospects. Those who are driven by extrinsic motivation still show an increase in competence, especially when accompanied by appropriate learning methods.

CONCLUSION

This study shows that many students believe that the most enjoyable way to learn is to use internal motivators. Sixth-semester English literature students emphasize that successful learning stems from an internal interest in learning English pronunciation. A motivation to learn that stems from one's own interest will yield satisfying results for students who are pursuing a goal of success. Then, it is different from controlled motivation, which comes from outside the student and has little effect on the student's learning in improving English pronunciation. The results of this study show that some students have an emotional dependence in achieving their English pronunciation learning goals.

Suggestions for future research in developing findings on interest and motivation in English pronunciation are to focus on developing a more detailed theoretical model to clarify the driving factors that influence student motivation in learning English pronunciation, such as recognizing students' interests and attractions, then learning methods that are easy to understand and also an adequate social environment to develop motivation. Intervention studies can also be designed to test the effectiveness of certain motivating factors in increasing student motivation, such as instilling a growth mindset and providing appreciation for learning. By adopting this approach, future research is expected to make a significant contribution to expanding students' motivation to learn, thereby improving their English pronunciation in a way that is more effective and relevant to the needs of today's students.

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