

**INVESTIGATING STUDENTS' MOTIVATION IN DOING  
ENGLISH EXCERCISE PRACTICE AT SMKS SUPARMAN  
WONOMULYO**



Thesis Submitted to Fulfill the Requirements as a Stage in Obtaining a Master's Degree  
in English Education (M.Pd.) at Postgraduate IAIN

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## ABSTRAK

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Motivasi adalah kekuatan yang mendorong siswa untuk terlibat secara aktif, bertahan melalui tantangan, dan berjuang untuk pemahaman yang lebih dalam. Motivasi siswa adalah poin utama untuk menentukan keinginan untuk belajar bahasa Inggris. Motivasi siswa adalah kunci yang paling penting yang memiliki dampak penting pada kinerja dan pencapaian mereka selama proses belajar. Motivasi membantu siswa menetapkan tujuan yang jelas, memberikan arah dan tujuan untuk pembelajaran mereka. Penelitian ini bertujuan memberi gambaran terhadap tingkat motivasi siswa dalam praktek latihan bahasa Inggris siswa di SMKS Suparman Wonomulyo.

Penelitian ini menggunakan deskriptif desain kuantitatif. Populasi penelitian ini adalah 210 siswa SMKS Suparman Wonomulyo. Teknik Sampel acak digunakan pada penelitian ini yaitu 40 siswa yang mewakili setiap kelas. Dalam pengumpulan data kusioner digunakan sebagai alat. Data tersebut dihitung menggunakan aplikasi Statistical Product and Service Solutions (SPSS) untuk mengetahui nilai rata-rata dan frekuensi.

Hasilnya menunjukkan bahwa skor rata-rata pada tingkat motivasi siswa adalah 48. Hasilnya menunjukkan tingkat motivasi siswa dalam praktek latihan bahasa Inggris memiliki tingkat sedang. Oleh karena itu, hasilnya menyarankan untuk mengetahui faktor yang menyebabkan tingkat motivasi siswa berada pada tingkat sedang dan mengidentifikasi beberapa strategi yang dapat digunakan oleh para guru untuk memotivasi siswa dalam praktek latihan bahasa Inggris untuk secara efektif meningkatkan keterampilan bahasa Inggris.

**Kata kunci:** *Motivasi siswa, , Praktek Latihan, Keterampilan Bahasa Inggris*



## ABSTRACT

Name : Irmayanti  
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Irmayanti. *Investigating Students' Motivation in Doing English Exercise Practice.* (Supervised by Zulfah & Abdul Haris Sunubi)

Motivation is the force that propels students to engage actively, persist through challenges, and strive for deeper understanding. 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. Motivation helps students establish clear objectives, providing direction and purpose for their learning. This research aims to describe the level of students' motivation in students' English exercise practice at SMKS Suparman Wonomulyo.

The research applied descriptive quantitative design. Population of this research was 210 students. Random sampling was used in this research. The sample of this research 40 students representative each grade. In collecting the data questionnaire was used as instrument. The data was calculated by using Statistical Product and Service Solutions (SPSS) program to find out mean score and frequency.

The result showed that the mean score at the level of students' motivation is 48. The result indicated the level of students' motivation in English exercise practice had average level. Therefore, the result suggested that identifying factors that cause students' motivation level to be average level and identifying some strategies that teachers can use to motivate students in English practice to effectively improve their English language skills.

**Keywords:** *Students' motivation, English Skills, Exercise Practice*

## تجريد البحث

الإسم : إيرمايانتي  
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 موضوع الرسالة : التحقيق في دوافع الطلاب في القيام بتمارين  
 ممارسة اللغة الإنجليزية

تحفيز الطلاب يشكل النقطة الأساسية في تحديد الرغبة في تعلم اللغة الإنجليزية. يُعد تحفيز الطلاب المفتاح الأهم الذي يؤثر بشكل كبير على أدائهم وإنجازاتهم خلال عملية التعلم. تهدف هذه الدراسة إلى وصف مستوى التحفيز في ممارسة التمارين باللغة الإنجليزية أُجري هذا البحث في إحدى المدارس الثانوية المهنية في بولوالي ماندر. استخدم التصميم الوصفي الكمي في هذا البحث. شمل البحث ٢١٠ طالباً من مدرسة سوبارمان الثانوية المهنية في وونوموليو. استُخدمت تقنية العينة العشوائية في البحث، حيث اختير ٤٠ طالباً يمثلون كل فصل. استخدم الاستبيان كأداة لجمع البيانات، وحُللت هذه البيانات باستخدام برنامج *SPSS* لمعرفة النسبة المئوية والتردد. أظهرت نتائج البحث أن المتوسط العام لمستوى تحفيز الطلاب لممارسة التدريبات باللغة الإنجليزية هو ٤٨. هذا المتوسط يمثل جميع إجابات استبيانات الطلاب الموزعة. أظهرت نتائج البحث أن مستوى تحفيز الطلاب لممارسة التدريبات باللغة الإنجليزية يقع في مستوى التحفيز المتوسط.

**الكلمات الرئيسية:** تحفيز الطلاب, مهارات اللغة الإنجليزية, ممارسة  
 الممارسة



## PEDOMAN TRANSLITERASI ARAB-LATIN

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	J	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	`ain	`	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	`	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

## 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيّ	<i>fath}ah dan ya&gt;'</i>	ai	a dan i
اَوّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hau-la*

## 3. Maddah

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ...   اِ...   اُ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
اِيّ	<i>kasrah dan ya&gt;'</i>	i>	i dan garis di atas
اُوّ	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

#### 4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

#### 5. Syaddah (Tasydi>d)

*Syaddah* atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta>di>d* ( ّ ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نَعْمَ : *nu"ima*

عَدُوٌّ : *aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* ( ِ ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

#### 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *al* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang

mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

### 7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أَمْرٌ : *umirtu*

### 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata *al-Qur'an* (dari *al-Qur'a>n*), *alhamdulillah*, dan *munaqasyah*. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fi> Z{ila>l al-Qur'a>n*

*Al-Sunnah qabl al-tadwi>n*

### 9. Lafz} al-Jala>lah (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللهِ *billa>h* دِينُ اللهِ *di>>nulla>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللهِ *hum fi> rah}matilla>h*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

*Wa ma> Muh}ammadun illa> rasu>l*

*Inna awwala baitin wud{i'a linna>si lallaz\i> bi Bakkata muba>ran*

*Syahrū Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n*

*Nas}i>r al-Di>n al-T{u>si>*

*Abu>> Nas}r al-Fara>bi>*

*Al-Gaza>li>*

*Al-Munqiz\ min al-D}ala>l*

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

## 11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a&gt;nahu&gt; wa ta'a&gt;la&gt;</i>
saw.	= <i>s}allalla&gt;hu 'alaihi wa sallam</i>
a.s.	= <i>'alaihi al-sala&gt;m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	= Hadis Riwayat





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## CHAPTER I

### INTRODUCTION

#### **A. Background of Research**

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 way 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; It is produced when students study English. This type of anxiety becomes the big resistance to teachers when they give. Additionally, another factor that causes a student to become demotivated learning English is that it is difficult to learn. 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 the researcher's experience in teaching students at the vocational high school in Polewali Mandar and the result of the researcher's observation, the researcher has seen lots of students do not have desire in doing English exercise practice. It can be seen when it comes to evaluating the result of the students' English task. When the students are given an assignment or exercise practices which is unworkable or incomprehensible English, they will cheat a friend's work before the assignment is submitted. They are also often reprimanded by parents when they take time to learn by playing so school assignments are not completed.

Besides, they cannot share time in studying, do not even have a study schedule. When working on questions, tests, assignments or exercise practice in English, they will look for easy questions to answer first. They do not have challenges to do English exercise or task, they even feel lazy and do not want to do assignments or exercise 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' proficiency 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 exercise practice, the researcher interested to examine the level of students' motivation in doing English exercise 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.

Furthermore, the studies related about students' demotivation is the Causes of Students' demotivation, anxiety and difficulties. Analyzing students' anxiety in EFL writing and its causes by (Ihsan, et al., 2023). At exploring the factors causing demotivation among students in English language learning by (Erlina, et al., 2020) and to find out what difficulties students face in learning English by (Mahrina, 2023).

The current research, which aims to investigate and describe students' motivation in doing English exercise practice, presents a the specific area of language learning. While existing related studies have primarily explored students' motivation towards the English language in general, this research seeks to delve into the distinct motivation related to engaging in English exercise practice. By narrowing the scope to this particular aspect of language learning, the study can provide valuable insights into students' motivation, and demotivation, anxiety, difficulties of engagement with English exercises, shedding light on the interplay between students' motivation and practical language application. This target approach holds the potential to offer tailored recommendations for educators and curriculum developers to enhance students' experience and outcomes in English exercise practice and hoping will be able to guide students to overcome demotivation even can develop students' motivation needed to overcome students' demotivation and cultivate a strong motivation that propels them towards their goals.

**B. Research Question**

The research question is essential element of the research that it will lead and frame the process of the research. In this case the research has one question is what is student's motivation level in doing English exercise practice?

**C. Purpose of the Research**

Relevant to the research question above, this research to describe the level of students' motivation English exercise practices at SMKS Suparman Wonomlyo.

**D. Significance of the Research**

The result of this study inform the development of more effective curricula and instructional materials that cater to the diverse needs and motivation of students. Then, in English exercise practice lies in its ability to provide a detailed and nuanced understanding students' motivation in learning English. Additionally, the research can highlight the importance of teacher training and professional development in addressing the issues of student demotivation and fostering a more supportive learning environment.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter describes the description of the previous research findings and some pertinent ideas of the research.

#### ***A. Previous Related Research Findings***

In the previous related research findings describe the results of research related to research on Students' motivation and English exercise practice. The issues of the Related study include : 1) The factors of students' Motivation, 2) The causes of students' Demotivation, Anxiety, and Difficulties; 3) The relationship of students' motivation; 4) Students' challenges in practicing English; and 5) The application of exercise or task.

Some previous researchers conducted study relate to issue about of The factors of students' motivation ( Anwari, 2019; Yuzulia, 2021). The purpose of the previous research related to the issue the factors of students' motivation to identify and determine those factors that students are motivated toward English language learning. The method used in both is quantitative and descriptive method. Based on the result of research conducted by ( Anwari, 2019) findings revealed such as: students are learning English to meet foreigners, English is helpful for their career and jobs, help them to travel over the world and English is benefit for their further studies, (Yuzulia, 2021) showed the students want to be able to communicate fluently, to understand reading materials and to get better job in the future, even learning English at school is to pass the examination. While, previous research related to the issue the factors of students' Motivation, conducted by (Dang, et al, 2021) survey research, to find out the factors affecting motivation of English-majored freshmen toward learning English at Tay Do Universit. The result, there were factors affecting motivation of English majored



freshmen towards learning English at Tay Do University relating to intrinsic motivation, learning environment, parental elements and teacher components.

The second issue related to the causes of students' demotivation. A study conducted by (Mido & Asmita, 2023) to reveal the internal factors that cause student demotivation in learning English and to reveal the external factors that cause student demotivation in learning English. Further, analyze the demotivating influences of Jordanian undergraduate students in light of the background on motivation research by (Huwari et al, 2023). Both of researchers used quantitative research. The findings show that there are some factors of students' demotivation in learning English the external and internal factors and the other findings identified six elements that influence students' ability to learn encouraged and given more support from educators. Furthermore, a study conducted by (Erlina, Dian., et al, 2020) to aims at exploring the factors causing demotivation among students in English language learning, using qualitative research with a case study approach. The result is there were five students' demotivating factors, namely in sufficient scholl facilities, lack of teachera' competence and teaching styles, inappropriate learning materials and contents, uncomfortable calssroom condition and negative classmates' attitudes, and lack of self-confidence.

Moreover, the issue of previous research is relationship of students' motivation by (Xiaoyang et al, 2022 ; Yusriyah et al, 2021; and Hadriana et al, 2013). Some previous studies conducted research with examine the relationship between self-determination and growth mindset with the English language proficiency of EFL tertiary students in the learning environment, checking these three variables relationship: interest, enthusiasm, and English achievement, and

determine the level of motivation and relationship of intrinsic and extrinsic motivations and self-learning concerning students' achievement in the English language, in relevance with their determination and the use of English to derive knowledge and as a medium of communication. The researcher used different method in this research, there is researcher who used quantitative research the other used correlation nature and also the researcher used survey method. The result of study show that some steps need to be taken to improve student's English language proficiency (Xiayoung et al, 2022), while by (Yusriyah et al, 2021) interest in learning English had a strong significant association toward enthusiasm ( $r(70)=.77$ ,  $p=0.00$ ) both interest and enthusiasm had a significant association toward English achievement. Then, by (Hadriana et al, 2013) The findings show that there is a less significant relationship between extrinsic motivation and the English Language achievement.

Another issue related to students' motivation is Students' challenges in practicing English. The researchers use Qualitative Method in findings related research. Explaining students' experiences of their challenges when practicing English speaking skills conducted by (Apsari et al, 2022), analyzing the difficulties of learning English in grade 10 students at the vocational high school level by (Hadi et al 2023) and by (Nonny et al, 2024) investigate the challenges encountered by students during English oral exams at SMK 1 Vocational High School. Based on the results of previous studies, it stated that the challenges and difficulties faced by students came from various internal and external factors.

difficulties are: (1) a sense of coercion; (2) low mastery of basic concepts; (3) lack of self-confidence; (4) forgetting factor; (5) low opportunity to practice.

Then, the issue that related to students' motivation in English exercise is the application of exercise or task. The purpose of this study is to explore the application of exercises in English classroom teaching based on the concept of the new English curriculum standard. The study aims to analyze the problems that should be noticed in the application of classroom exercises and how to improve students' practice in English classroom teaching. The researcher used analysis research design. The result is It emphasizes the need for teachers to be aware of the importance of practice in achieving teaching objectives and improving the teaching process, and to design exercises that are tailored to students' needs and abilities. Conducted by (Dai, 2023). Furthermore, analyzing the efficiency of using task-based learning in language learning process and issues on implementing it in practice effectively conducted by (Gulfura et al, 2019) the result is the effectiveness of the teaching English with task based learning is the most effective teaching strategy.

Based on the point of view of the statements above there are several related studies that talk about students' motivation suggested as a way to stimulate students' interest in English learning issues which show us the importance of motivation in students' learning English. It also identifies various factors that contribute to students' demotivation, anxiety, and difficulties. Further, the issue of application of exercise or task show that the need for teachers to be aware of the importance of practice in achieving teaching

objectives and improving the teaching process, and to design exercises that are tailored to students' needs and abilities and also the effectiveness of the teaching English with task based learning is the most effective teaching strategy. Additionally, the studies emphasize the need to improve students' English language proficiency and address the challenges they face in practicing English. As a researcher, I would like to investigate the students' motivation of Vocational high school of Suparman Wonomulyo in doing English exercise practice and finding students' motivation in a process of doing English exercise practice. The purpose of the investigation to describe students' motivation in English exercise practice.

## ***B. Some Pertinent Ideas***

### **1. The concept of English Exercise**

#### **a. Defenition of English exercise**

English exercise, in the context of language learning, refers to a variety of activities and tasks designed to improve learners' proficiency in the English language. These exercises aim to develop skills in reading, writing, speaking, and listening, as well as to enhance vocabulary, grammar, and pronunciation. English exercises can be implemented through formal classroom instruction, self-study, online platforms, and immersive environments.

#### **b. Importance of English Exercises**

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.

English exercises also play a crucial role in building confidence. For many learners, the process of learning a new language can be daunting, and consistent practice through exercises helps to build self-assurance in using the language in various contexts. Harmer (2015) suggests that language exercises can reduce anxiety by providing structured and predictable practice opportunities.

### c. Types of English Exercises

1. **Grammar Exercises:** These exercises focus on the rules and structures of the English language. Grammar exercises help learners understand how sentences are constructed, how tenses are used, and how different parts of speech function. Activities can include fill-in-the-blank sentences, sentence correction, and reordering words to form correct sentences. Ur (2012) emphasizes the importance of grammar exercises in developing linguistic accuracy and fluency.
2. **Vocabulary Exercises:** Vocabulary exercises aim to expand learners' word knowledge and usage. These exercises can include matching words with definitions, using words in sentences, and word association tasks. Learning vocabulary in context through reading and listening exercises is particularly effective. Thornbury (2017) points out that vocabulary acquisition is a gradual process that requires repeated exposure and use.

3. **Reading Comprehension Exercises:** These exercises focus on improving learners' ability to understand written texts. Activities can include answering questions about a passage, summarizing the main ideas, and identifying the author's purpose. Reading exercises help learners develop critical thinking skills and improve their overall reading proficiency. Grabe (2014) highlights the role of reading exercises in developing comprehension skills and enhancing vocabulary knowledge.
4. **Listening Exercises:** Listening exercises are designed to improve learners' ability to understand spoken English. Activities can include listening to audio recordings, watching videos, and following oral instructions. Listening exercises help learners develop their listening skills, improve pronunciation, and increase their familiarity with different accents and speech patterns. Rost (2016) emphasizes the importance of listening exercises in developing overall language proficiency.
5. **Speaking Exercises:** Speaking exercises provide learners with opportunities to practice oral communication. These exercises can include role-plays, discussions, and presentations. Speaking exercises help learners develop their speaking skills, improve their pronunciation, and build confidence in using the language in real-life situations. Brown and Abeywickrama (2019) suggest that speaking exercises are essential for developing communicative competence.
6. **Writing Exercises:** Writing exercises focus on developing learners' ability to produce written texts. Activities can include writing essays, reports, and



creative stories. Writing exercises help learners improve their writing skills, enhance their ability to organize and express their ideas, and develop their grammatical accuracy. Hyland (2018) highlights the importance of writing exercises in developing written communication skills.

#### d. Digital and Interactive English Exercises

With the advancement of technology, digital and interactive English exercises have become increasingly popular. These exercises leverage multimedia resources, online platforms, and language learning apps to provide engaging and interactive practice opportunities. Blake (2013) suggests that digital exercises can enhance motivation and engagement by providing immediate feedback and personalized learning experiences.

1. **Language Learning Apps:** Apps such as Duolingo, Babbel, and Memrise offer a wide range of exercises covering vocabulary, grammar, and pronunciation. These apps often use gamification techniques to make learning more enjoyable and engaging. Kukulska-Hulme and Shield (2008) emphasize the potential of mobile learning apps in providing flexible and accessible language practice.
2. **Online Language Platforms:** Websites such as Khan Academy, BBC Learning English, and Coursera offer structured courses and exercises for English learners. These platforms provide video lessons, interactive quizzes, and discussion forums to support language learning. Compton

(2009) highlights the role of online platforms in providing diverse and comprehensive language learning resources.

3. **Interactive Multimedia:** Interactive multimedia exercises, such as language games, virtual reality experiences, and interactive videos, provide immersive and engaging practice opportunities. These exercises can simulate real-life scenarios and provide learners with practical language use experiences. Chapelle (2009) suggests that interactive multimedia can enhance language learning by providing contextualized and authentic practice opportunities.

e. **Contextualized English Exercises**

Contextualized English exercises are designed to provide practice in real-life contexts, making the learning experience more relevant and meaningful. These exercises help learners apply their language skills in practical situations and develop their ability to use English in everyday life.

1. **Role-Playing and Simulations:** Role-playing exercises simulate real-life interactions, such as ordering food at a restaurant, making travel arrangements, or participating in a job interview. These exercises help learners develop their speaking and listening skills in context. Livingstone (2014) highlights the effectiveness of role-playing in providing practical language use experiences.
2. **Project-Based Learning:** Project-based exercises involve learners in completing a project, such as creating a travel brochure, conducting a survey, or preparing a presentation. These exercises help learners develop

their research, writing, and presentation skills. Thomas (2010) emphasizes the benefits of project-based learning in providing authentic and meaningful language practice.

3. **Task-Based Language Teaching:** Task-based exercises focus on completing specific tasks, such as planning a trip, solving a problem, or writing a report. These exercises help learners develop their language skills through practical and purposeful use. Ellis (2013) suggests that task-based language teaching can enhance language proficiency by providing real-life communication opportunities.

f. **Challenges and Solutions in English Exercises**

While English exercises are essential for language learning, they also present certain challenges. Common challenges include learner motivation, varying proficiency levels, and the availability of resources. Addressing these challenges requires thoughtful planning and implementation of effective strategies.

1. **Motivation:** 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. Dörnyei (2013) suggests that setting clear goals and providing opportunities for success can boost learner motivation.
2. **Proficiency Levels:** English learners often have varying proficiency levels, making it challenging to design exercises that meet everyone's needs.

Differentiating instruction and providing leveled exercises can help address this challenge. Tomlinson (2014) emphasizes the importance of adapting exercises to meet diverse learner needs.

3. **Resource Availability:** Access to resources, such as textbooks, technology, and qualified teachers, can impact the effectiveness of English exercises. Utilizing free online resources, collaborating with other educators, and seeking funding opportunities can help overcome resource limitations. Richards (2015) highlights the importance of resourcefulness and creativity in providing effective language exercises.

g. **The Types Of English Exercise Practice**

English exercise practice encompasses a wide array of activities designed to improve various aspects of language proficiency. These exercises target different language skills and can be categorized into several types, each with its unique benefits and methodologies.

1. **Grammar Exercises**

Grammar exercises focus on understanding and applying the rules that govern the structure of the English language. These exercises help learners develop a solid foundation in syntax, morphology, and phonology.

- **Fill-in-the-Blank:** These exercises require learners to fill in missing words in sentences, helping them practice specific grammar points like tenses, prepositions, and conjunctions.
- **Sentence Correction:** Learners identify and correct grammatical errors in sentences, which enhances their understanding of proper grammar usage.

- **Reordering Words:** This type of exercise involves rearranging jumbled words to form correct sentences, reinforcing knowledge of sentence structure.

Nation (2013) highlights that grammar exercises are essential for developing linguistic accuracy, which is a critical component of overall language proficiency.

## 2. Vocabulary Exercises

Vocabulary exercises aim to expand learners' word knowledge and usage, which is vital for effective communication.

- **Matching Words with Definitions:** Learners match words to their correct definitions, which helps in understanding and remembering new vocabulary.
- **Using Words in Sentences:** This exercise involves creating sentences with new vocabulary words, promoting practical usage.
- **Word Association:** Learners connect words with related terms, which aids in building a more extensive and interconnected vocabulary network.

Thornbury (2017) emphasizes that vocabulary acquisition is a gradual process that requires repeated exposure and use, and vocabulary exercises are integral to this process.

## 3. Reading Comprehension Exercises

Reading comprehension exercises help learners understand and interpret written texts, enhancing their reading skills.

- **Answering Questions:** Learners read passages and answer questions about the content, main ideas, and details, which improves comprehension and retention.
- **Summarizing Texts:** This exercise involves summarizing passages in their own words, which aids in understanding the text's main points and structure.
- **Identifying Author's Purpose:** Learners analyze texts to determine the author's intent, which helps in developing critical reading skills.

Grabe (2014) asserts that reading exercises play a crucial role in developing comprehension skills and expanding vocabulary knowledge.

#### 4. Listening Exercises

Listening exercises are designed to improve learners' ability to understand spoken English, an essential skill for effective communication.

- **Listening to Audio Recordings:** Learners listen to dialogues, speeches, or stories and answer questions, which helps improve listening comprehension.
- **Watching Videos:** Viewing videos with spoken English content, such as news reports or interviews, helps learners familiarize themselves with different accents and speaking styles.
- **Following Oral Instructions:** This exercise involves following spoken directions to complete a task, which enhances active listening skills.

Rost (2016) highlights the importance of listening exercises in developing overall language proficiency and improving pronunciation.

## 5. Speaking Exercises

Speaking exercises provide learners with opportunities to practice oral communication, a vital aspect of language proficiency.

- **Role-Plays:** Learners act out scenarios, such as ordering food at a restaurant or participating in a job interview, which helps develop practical speaking skills.
- **Discussions:** Group discussions on various topics encourage learners to express their ideas and opinions, promoting fluency and confidence.
- **Presentations:** Preparing and delivering presentations on assigned topics helps improve public speaking skills and the ability to organize and convey information effectively.

Brown and Abeywickrama (2019) suggest that speaking exercises are essential for developing communicative competence, which is the ability to use the language effectively in real-life situations.

## 6. Writing Exercises

Writing exercises focus on developing learners' ability to produce written texts, an important skill for academic and professional communication.

- **Essay Writing:** Learners write essays on various topics, which helps develop their ability to structure arguments and express ideas coherently.
- **Report Writing:** Writing reports on specific subjects helps learners practice formal writing and information organization.
- **Creative Writing:** Activities like writing stories or poems encourage creative expression and the use of imaginative language.

Hyland (2018) highlights the importance of writing exercises in developing written communication skills, which are crucial for academic success and professional development.

#### h. Digital and Interactive English Exercises

With advancements in technology, digital and interactive English exercises have become increasingly prevalent. These exercises leverage multimedia resources and online platforms to provide engaging and interactive practice opportunities.

##### 1. Language Learning Apps

Apps like Duolingo, Babbel, and Memrise offer a variety of exercises covering vocabulary, grammar, and pronunciation. These apps often use gamification techniques to make learning more enjoyable and motivating.

- **Duolingo:** Offers structured lessons with immediate feedback, enhancing vocabulary and grammar through interactive exercises.
- **Babbel:** Focuses on conversational skills, providing practical phrases and dialogues for real-life situations.
- **Memrise:** Utilizes spaced repetition and mnemonic techniques to help learners retain vocabulary over the long term.

Kukulska-Hulme and Shield (2008) emphasize the potential of mobile learning apps in providing flexible and accessible language practice, which is especially beneficial for learners with busy schedules.

##### 2. Online Language Platforms



Websites like Khan Academy, BBC Learning English, and Coursera offer structured courses and exercises for English learners. These platforms provide video lessons, interactive quizzes, and discussion forums to support language learning.

- **Khan Academy:** Offers comprehensive lessons on grammar and writing, with interactive exercises and practice quizzes.
- **BBC Learning English:** Provides daily lessons on various aspects of English, including pronunciation, vocabulary, and idioms.
- **Coursera:** Hosts courses from top universities, covering topics like academic writing and business English, with interactive exercises and peer feedback.

Compton (2009) highlights the role of online platforms in providing diverse and comprehensive language learning resources, which cater to different learning styles and proficiency levels.

### 3. Interactive Multimedia

Interactive multimedia exercises, such as language games, virtual reality experiences, and interactive videos, provide immersive and engaging practice opportunities. These exercises can simulate real-life scenarios and provide learners with practical language use experiences.

- **Language Games:** Games like Scrabble or word puzzles enhance vocabulary and spelling skills through fun and competitive activities.

- **Virtual Reality (VR):** VR environments allow learners to practice language in immersive scenarios, such as virtual travel or social interactions.
- **Interactive Videos:** Videos with embedded questions and tasks help learners practice listening and comprehension skills in a dynamic context.

Chapelle (2009) suggests that interactive multimedia can enhance language learning by providing contextualized and authentic practice opportunities, which are crucial for effective language acquisition.

#### i. Contextualized English Exercises

Contextualized English exercises provide practice in real-life contexts, making the learning experience more relevant and meaningful. These exercises help learners apply their language skills in practical situations and develop their ability to use English in everyday life.

##### 1. Role-Playing and Simulations

Role-playing exercises simulate real-life interactions, such as making a doctor's appointment or negotiating a business deal. These exercises help learners develop their speaking and listening skills in context, improving their ability to communicate effectively in various situations.

- **Ordering Food:** Practicing ordering food at a restaurant helps learners develop conversational skills and appropriate vocabulary.
- **Travel Arrangements:** Simulating travel scenarios, like booking flights or checking into a hotel, enhances practical language use.

Livingstone (2014) highlights the effectiveness of role-playing in providing practical language use experiences, which are essential for developing communicative competence.

## 2. Project-Based Learning

Project-based exercises involve learners in completing a project, such as creating a travel brochure or conducting a survey. These exercises help learners develop their research, writing, and presentation skills, while also promoting teamwork and problem-solving.

- **Travel Brochure:** Creating a travel brochure involves researching a destination, writing descriptive text, and designing the layout, which enhances various language skills.
- **Survey Report:** Conducting a survey and writing a report on the findings helps learners practice data collection, analysis, and academic writing.

Thomas (2010) emphasizes the benefits of project-based learning in providing authentic and meaningful language practice, which fosters deeper engagement and understanding.

## 3. Task-Based Language Teaching

Task-based exercises focus on completing specific tasks, such as planning a trip or writing a business plan. These exercises help learners develop their language skills through practical and purposeful use, promoting active learning and real-life application.

- **Trip Planning:** Planning a trip, including researching destinations, budgeting, and creating an itinerary, enhances practical language skills and cultural knowledge.
- **Business Plan:** Writing a business plan involves researching market trends, creating financial projections, and presenting the plan, which develops various professional language skills.

Ellis (2013) suggests that task-based language teaching can enhance language proficiency by providing real-life communication opportunities, which are essential for effective language use.

#### j. Challenges and Solutions in English Exercises

While English exercises are essential for language learning, they also present certain challenges. Common challenges include maintaining learner motivation, accommodating varying proficiency levels, and ensuring the availability of resources. Addressing these challenges requires thoughtful planning and the implementation of effective strategies.

##### 1. Motivation

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.

- **Engaging Content:** Using interesting and relevant materials, such as current events or popular culture, can increase learner engagement.
- **Positive Feedback:** Providing constructive feedback and celebrating achievements can boost learner confidence and motivation.

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.

## 2. Proficiency Levels

Accommodating varying proficiency levels within a classroom can be challenging. Differentiated instruction and adaptive learning technologies can help address this issue by providing personalized exercises that cater to individual learners' needs.

- **Differentiated Instruction:** Tailoring exercises to different proficiency levels ensures that all learners are appropriately challenged and supported.
- **Adaptive Learning:** Using technology to provide personalized exercises based on learners' progress and proficiency levels can enhance learning outcomes.

Tomlinson (2014) suggests that differentiated instruction and adaptive learning technologies can effectively address the diverse needs of learners and promote more equitable learning experiences.

## 3. Resource Availability

Ensuring the availability of resources, such as textbooks, multimedia materials, and digital tools, is essential for effective language teaching. Schools and educators can collaborate to acquire and share resources, and leverage online platforms to access a wide range of materials.

- **Resource Sharing:** Collaborating with other educators and institutions to share resources can help ensure that all learners have access to quality materials.
- **Online Platforms:** Utilizing online platforms to access free or affordable language learning materials can supplement classroom resources.

Richards (2015) emphasizes the importance of resource availability in providing comprehensive and effective language instruction, suggesting that collaboration and technology can play key roles in addressing resource challenges.

Grammar exercises for English language learners cover various aspects of English grammar, including tenses, parts of speech, and sentence structure. These exercises are designed to provide practice and reinforcement of grammar rules and concepts. They can take the form of fill-in-the-blank activities, multiple-choice questions, sentence transformation exercises, and more. Additionally, grammar exercises can be found in various formats, including online platforms, textbooks, and downloadable worksheets (Margatt, 2015).

English vocabulary exercises are activities designed to help learners improve their vocabulary skills. These exercises can take various forms, such as crosswords, word-search puzzles, matching words to pictures, and completing gaps. They are essential for developing an impressive range of vocabulary, which is crucial for expressing thoughts and ideas properly in the language. Vocabulary exercises can also help learners improve their reading, writing, listening, and speaking skills (Yates, 2022).

English reading exercises are activities designed to help learners improve their reading skills in English. The reading exercise according to Sally Burges and

Katie Head (2005) in Sitompul et al, (2019) “The reading exercise are : Multiple choice (multiple choice vocabulary / grammar, contextualized multiple choice, multiple choice cloze vocabulary / grammar)., Matching (picture cued matching word identification, picture cued sentence identification, vocabulary matching, selected response fill in vocabulary), True or false, Completion items (completion in the following of the text, completion in the text itself), Short and long answer question (Short answer question, long answer question)”.

Furthermore, english writing exercise help students practice writing at different levels. sentence-level writing, dealing with simple and expanded forms, as well as major transformations of those forms. The exercises t are designed to augment oral comprehension and develop the student's ability to write connected discourse. Then, examines characteristics of major prose forms and provides practice in writing letters, precis, summaries, news stories, and research papers (Wishon and Burks, 1980).

Meanwhile, Iqbal (2016) Stated that listening means produce something in written form so that people can read, perform or use it. Listening is the psychomotor process of receiving sound waves through the ear transmitting nerve impulses to the brain. While exercise is activity intended for training. Another opinion says that exercise is an activity to occupy the attention and effort of; to task and to exert for the sake of training improvement, to practice in order to develop and also to improve by practice. From the definition above, listening exercise is a task or activity to improve listening skill. Futherrmore, The importance of listening exercise lies in its ability to enhance the ability to comprehend and interpret auditory information. By engaging in listening exercises, individuals can improve their ability to focus and attend to sounds, as

well as to process and retain the information being conveyed. This can be particularly beneficial in academic and professional settings where effective listening is essential for success. For instance, in a classroom setting, listening exercises can help students develop their listening skills, which can lead to better comprehension and retention of course material (Canpolat, et al., 2015). Therefore, incorporating listening exercises into one's routine can have significant benefits for both personal and professional development.

Then, Brown (2001) states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity. According to Mary Spratt, et al (2005) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the students' speaking.

Based on the statement above, English speaking exercises should focus on improving aspects such as pronunciation, vocabulary, fluency, accent, and grammar, as well as the ability to speak at a normal speed without hesitation, repetition, and with smooth use of connected speech. The goal of these exercises is to build confidence and fluency in speaking English, and they can be incorporated into one's daily routine to make English a part of everyday life (Wulandari, 2014).

There are several types of English exercise practices that can be used to enhance language proficiency:



### 1. Grammar Exercises

Grammar exercises involve activities aimed at mastering the rules and structures of the English language. Examples include fill-in-the-blank exercises, verb conjugation drills, and error identification tasks. These exercises help learners understand and apply grammar rules in various contexts (Thornbury, 2016).

One effective method of grammar practice is through sentence transformation exercises, where students convert sentences from one form to another, such as changing active sentences to passive ones. This type of exercise reinforces the understanding of sentence structure and verb tenses.

### 2. Vocabulary Exercises

Vocabulary exercises are designed to expand knowledge of new words and their usage in sentences. These exercises can include matching words, synonym and antonym drills, and using words in context. Nation (2013) argues that vocabulary mastery is crucial in acquiring a second language as it enriches communication skills and reading comprehension.

Flashcards, word maps, and contextual usage exercises are commonly used methods for vocabulary practice. These techniques help learners associate words with meanings and contexts, enhancing retention and application.

### 3. Listening Exercises

Listening exercises involve activities such as listening to audio recordings or watching videos to understand the content and context of conversations.

These exercises help improve the ability to comprehend accents, intonations, and vocabulary in everyday conversations. Rost (2014) posits that listening is a complex skill requiring continuous practice to enhance comprehension and information retention.

Dictation exercises, gap-fill listening tasks, and summarizing audio content are effective ways to practice listening skills. These activities train learners to focus on key details and comprehend the overall message.

#### 4. Speaking Exercises

Speaking exercises include activities like group discussions, presentations, and role-plays. These exercises aim to improve fluency, pronunciation, and confidence in communicating in English. Brown (2014) asserts that speaking is a critical skill requiring a supportive environment and constructive feedback.

Interactive speaking exercises, such as debates and storytelling, encourage learners to use language spontaneously and confidently. These activities also help in developing conversational skills and quick thinking.

#### 5. Reading Exercises

Reading exercises involve understanding written texts, such as articles, short stories, or books. These exercises can include comprehension questions, summarizing, and text analysis. Grabe and Stoller (2013) emphasize that reading is a crucial skill in language learning as it helps improve vocabulary, grammar, and cultural knowledge.

Close reading exercises and skimming/scanning activities are effective for improving reading skills. These methods help learners focus on different aspects of texts, such as main ideas, details, and inferences.

#### 6. Writing Exercises

Writing exercises involve tasks such as writing essays, reports, letters, or journals. These exercises aim to enhance the ability to organize ideas, sentence structure, and correct grammar usage. Hyland (2016) highlights that writing is a skill that requires intensive practice and regular feedback to improve the quality of writing.

Freewriting, peer review, and drafting/revising are common writing practices that help learners develop their writing skills. These techniques encourage creativity, critical thinking, and attention to detail.

#### k. The Rules Application Of English Exercise Practice

The rule of English exercise practice in language learning is essential for developing students' overall competence. It aims at improving various aspects of language skills, including vocabulary, grammar, and speaking abilities. Allocating sufficient time and quantity for practice is important, and it is necessary to check carefully, correct mistakes immediately, and make the learning process interesting to enhance students' motivation and engagement (Dai, 2023).

##### 1) Aims and Requirements

Before engaging in English exercise practice, it is crucial for teachers to inform students about the objectives, requirements, and goals of the exercises. Different lessons have different objectives and requirements, which can impact the students' learning experience. For

instance, when the focus is on grammar, accuracy is more emphasized, while for speaking lessons, fluency is more important.

#### 2) Aiming at Developing Students' Overall Competence

In the process of English exercise practice, it is important to focus on the development of students' intelligence and abilities. This involves not only mastering the knowledge they have learned but also cultivating their intelligence and various abilities. During training, attention should be given to fostering students' powers of observation, attention, critical thinking, memory, and imagination, among other psychological factors. Additionally, it is essential to cultivate students' practical skills in listening, speaking, reading, and writing.

#### 3) Allocation of Time and Quantity

The number of exercises should be tailored to the content and difficulty of learning. Selected exercises and practice topics should be targeted, representative, and extensible. It is important to prevent students from practicing blindly, which can burden them and diminish their interest. Homework should be concise to maintain student interest. However, teachers must control the quantity and timing of after-class exercises to avoid overburdening students. It is essential to ensure that students have sufficient time to analyze and understand the exercises, as haphazardly assigned practice can negatively impact students' learning enthusiasm and initiative.

#### 4) Check Carefully, Correct Mistakes Immediately

During English exercise practice, it is essential to carefully check instructions and promptly correct mistakes. Teachers should actively monitor students as they work on exercises, providing immediate

correction when errors are made and offering praise for correct responses and innovative thinking. This approach serves two purposes: first, it enables students to identify and correct mistakes in a timely manner, thereby enhancing the efficiency of their practice. Second, it ensures that students receive timely feedback on their performance, allowing them to experience the satisfaction of success and maintaining their interest in the learning process.

#### 5) Be Interesting

Teachers should provide a variety of interesting practice activities to prevent a monotonous classroom atmosphere. If teachers cannot stimulate students' interest in learning, even the best exercises in their minds will be wasted. In the classroom practice, when designing classroom practice activities, teachers should not only consider the teaching actual needs but also take into account students' age, physiological and psychological characteristics.

#### 1. The Advantages Application Of Exercise In English Classroom Teaching

The use of exercises in English language teaching has several advantages. Firstly, exercises provide students with an opportunity to practice and apply the language skills they have learned in class. Practice is a crucial aspect of language learning, and exercises help to reinforce the language skills taught in class (Dai, 2023). Secondly, exercises can improve students' participation and activeness in the classroom. Further, Silalahi and Hutaaruk (2020) found that innovating in learning, especially using strategies and learning models, can improve students' comprehension and efforts to raise awareness among them. The study also emphasized the importance of teachers' efforts to improve students' participation

and activeness in the classroom, which can be achieved through the use of effective exercise methods.

Thirdly exercises can help to develop pre-service skills for English teachers, improving their teaching skills and professional competence (Zhiming, 2017). In addition, the analysis of reading exercises in English textbooks has shown the need to incorporate higher-order thinking skills (HOTS) in teaching materials to promote students' cognitive competence and critical thinking (Fitriani et al., 2021). Therefore, integrating exercises that stimulate higher-order thinking can contribute to a more comprehensive and effective English language education.

Based on explanation above, the use of exercises in English language teaching has several advantages, including providing students with an opportunity to practice and apply language skills, improving students' participation and activeness in the classroom, and optimizing language learning outcomes. By carefully selecting and implementing these methods, teachers can improve students' language skills, participation, and cognitive abilities, ultimately contributing to a more effective and comprehensive English classroom experience.

## **2. The Concept of Students' Motivation**

### **a. Defenition of Motivation**

Motivation is a fundamental psychological construct that drives individuals to take action and persist in achieving their goals. It is the internal force that initiates, guides, and sustains goal-oriented behavior. In the context of education, motivation plays a crucial role in students' engagement, learning, and academic success. Understanding the nature of motivation and the factors that influence it can provide valuable insights into how to create effective learning environments. Motivation is a key factor for explaining the success or failure of

any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation Alizadeh (2016). Motivation is an internal process that makes a person move toward a goal (Anwari, 2019). In addition, Purwanto (2011) The word "motivation" is derived from the word "motive," which refers to anything that encourages a person to act or do something. While, Pintrich and Schunk (2008) stated that The term "motivation" originates from the Latin word "movere", meaning "to move." This concept refers to the process by which goals direct activity, instigating and sustaining it.

According to Harmer (2007), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." Moreover, Crookes and Schmidt (1991) define motivation as the learner's orientation regarding the goal of learning a second language. Dornyei (2001) added "motivation is generally concerned with the direction and intensity of human behavior". Besides, the concept that motivation plays a crucial role in second or foreign language learning is widely accepted. It is well established that students with high motivation tend to be more successful in their language learning endeavors (Dornyei & Cziiser, 1998).

Based on definition above students' motivation is essential for successful English learning. Students' motivation is the most crucial factor that influences the learning process. As a result, teachers must recognize that motivation has a significant impact on students in order for learning to be effective. Furthermore, motivation is the reason behind people's decisions, their level of effort, and the

duration of time they are willing to commit to an action. It is a series of efforts to provide certain conditions and situations, so that if the students want to do something it means they do like it, but if the students do not like it, they will try to negate or avoid the feeling of dislike (Amelia, et al., 2024). Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation (Alizadeh, 2016).

b. Intrinsic and Extrinsic Motivation

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. When students are intrinsically motivated, they participate in learning activities because they find them inherently satisfying and meaningful. Intrinsic motivation is associated with higher levels of creativity, persistence, and deep learning (Ryan & Deci, 2017).

On the other hand, 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 (Deci & Ryan, 2017).

c. Self-Determination Theory



Self-determination theory (SDT), developed by Deci and Ryan (2017), provides a comprehensive framework for understanding human motivation. According to SDT, motivation is influenced by the need for autonomy, competence, and relatedness. These three basic psychological needs are essential for fostering intrinsic motivation and overall well-being.

1. **Autonomy:** The need for autonomy refers to the desire to have control over one's actions and decisions. When students feel that they have a choice and can take ownership of their learning, they are more likely to be intrinsically motivated. Autonomous learning environments promote self-regulation, creativity, and a sense of responsibility (Ryan & Deci, 2017).
  2. **Competence:** The need for competence involves the feeling of effectiveness and mastery in one's activities. Students are motivated when they believe they have the skills and abilities to succeed in their tasks. Providing challenging but achievable tasks, offering constructive feedback, and celebrating progress can enhance students' sense of competence (Deci & Ryan, 2017).
  3. **Relatedness:** The need for relatedness is the desire to feel connected and valued by others. Positive relationships with peers, teachers, and family members can foster a supportive learning environment. When students feel that they are part of a caring and inclusive community, they are more likely to be motivated and engaged (Wentzel & Brophy, 2014).
- d. Goal Setting and Motivation

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.

SMART goals—specific, measurable, achievable, relevant, and time-bound—are particularly effective in promoting motivation. For example, a student might set a goal to improve their English vocabulary by learning five new words each day for a month. This goal is specific (learning vocabulary), measurable (five words a day), achievable (manageable amount), relevant (important for language proficiency), and time-bound (one month).

e. Self-Efficacy and Motivation

Self-efficacy, a concept developed by Bandura (1997), refers to an individual's belief in their ability to succeed in specific tasks. High self-efficacy is associated with greater motivation, as students who believe in their capabilities are more likely to take on challenges, persist in the face of difficulties, and achieve their goals. Teachers can enhance students' self-efficacy by providing positive feedback, modeling successful behaviors, and encouraging incremental progress.

f. The Role of Teachers in Fostering Motivation

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:

1. **Setting High Expectations:** Communicating high expectations for all students can inspire them to strive for excellence. When students know that their teachers believe in their potential, they are more likely to take their studies seriously and put in the effort required to succeed.
2. **Providing Meaningful and Relevant Tasks:** Connecting learning activities to students' interests and real-life experiences can make the material more engaging and relevant. When students see the value and applicability of what they are learning, they are more motivated to invest time and effort in their studies.
3. **Promoting a Growth Mindset:** Encouraging a growth mindset—the belief that abilities can be developed through effort and practice—can help students view challenges as opportunities for growth rather than threats to their self-esteem. Teachers can promote a growth mindset by praising effort, resilience, and progress rather than innate talent.
4. **Offering Choice and Autonomy:** Allowing students to make choices about their learning activities can enhance their sense of autonomy and ownership. Providing options for assignments, projects, and learning paths can cater to different interests and learning styles.
5. **Creating a Positive Classroom Environment:** Building a classroom culture based on mutual respect, support, and collaboration can foster a sense of

belonging and relatedness. Positive relationships with peers and teachers can enhance students' motivation and engagement.

6. **Providing Constructive Feedback:** Feedback is a powerful tool for motivation when it is specific, timely, and constructive. Effective feedback highlights students' strengths, identifies areas for improvement, and provides guidance on how to achieve their goals.

g. **Cultural and Contextual Factors in Motivation**

Motivation is also influenced by cultural and contextual factors. Gardner's (2014) socio-educational model highlights the importance of cultural attitudes and integrative motivation—learning a language to connect with the culture and community of its speakers. In diverse educational settings, understanding students' cultural backgrounds and values can help educators design more effective motivational strategies.

h. **The Impact of Technology on Motivation**

The integration of technology in education has transformed the landscape of motivation. Digital tools and online resources offer new opportunities for interactive and personalized learning experiences. Kim and Frick (2013) suggest that technology can enhance motivation by providing immediate feedback, diverse learning materials, and opportunities for collaboration.

Online platforms, educational games, and multimedia resources can make learning more engaging and accessible. However, it is essential to use technology thoughtfully and to ensure that it complements rather than replaces traditional teaching methods.

### i. Different Types Of Motivation

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. In addition, Dörnyei (1998) expressed that a motivational construct involves both instrumental and integrative motivation. Most situations in learning language include a mixture of each type of motivation. It is impossible to attribute language learning success to certain integrative or instrumental causes. It is stated that the significance of integrative and instrumental motivation depends on situations or contexts whether learning language functions as a foreign language or as a second language.

Moreover, Dörnyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Furthermore, 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. According to Penny (1996), “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.” Besides, Harmer (2007) states that extrinsic motivation is the result of any number of outside factors, for example the need to

pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. Understanding the different types of motivation, including integrative and instrumental motivation, as well as intrinsic and extrinsic motivation, is essential for effective language learning.

Furthermore, understanding student's motivation plays a crucial role in designing effective English exercise practice. As Dörnyei's Motivation L2 offers a valuable framework for analyzing student engagement. This theory focus two key motivational factors: instrumental and integrative. Instrumental motivation focuses on the practical benefits of learning English, such as getting a better job. Integrative motivation, on the other hand, emphasizes the intrinsic enjoyment of learning the language and connecting with its culture. Students with high spirits, characterized by enthusiasm and self-belief, are likely to perceive English exercises as a stimulating challenge rather than a tedious chore. This positive attitude fuels their intrinsic motivation, leading them to actively participate in practice sessions and seek out additional opportunities to improve (Dörnyei, 2003). Conversely, laziness, stemming from a lack of interest or negative perceptions of difficulty, can hinder motivation. Dörnyei (2001 ) suggests that students experiencing demotivation might view practice exercises as pointless or overwhelming, leading to decreased effort and avoidance behaviors.

Then, understanding the predominant motivational type of their students, teachers can tailor exercises accordingly. For instance, students with high instrumental motivation might benefit from practice drills directly linked to upcoming exams. Conversely, students driven by integrative motivation might thrive with exercises that encourage cultural exploration through reading English

literature. Recognizing and addressing student's motivation and demotivation becomes crucial in this context. High motivation students with strong instrumental motivation might readily complete repetitive drills, while those lacking motivation might require additional encouragement. Similarly, unmotivated students with low integrative motivation might struggle with exercises that lack a clear cultural connection. By understanding these factors, teachers can leverage Dörnyei's theory to create practice experiences that cater to diverse student motivations, ultimately fostering a more positive and productive learning environment.

j. The Role of Motivation

The role of Motivation is play a crucial role in students' approach to English exercise practice. Motivation is essential for promoting, guiding, and maintaining learning activities, and it can help students improve themselves and enhance their English learning (Long, et al, 2013). While (Ajmal, et al, 2020) state that It is generally accepted that conduct and motivation are directly related. Individuals make decisions about carrying out certain tasks or establishing objectives, then fulfilling those objectives.

Moreover, (Nguyen, 2019) states that the cognitive perspective sees motivation as more closely associated with the decisions students make about the experiences or goals they will pursue or avoid, as well as the amount of effort they will put forth in that regard. In addition (Nguyen, 2019 ) motivation is considered as one of the fundamental factors in successfully learning a language. Motivation is considered an essential aspect of English language learning, as it plays a crucial role in students' approach to English exercise practice. therefore, fostering and maintaining students' motivation is crucial for effective English exercise practice.

Furthermore, the role motivation encompassing interest of students' interest in doing English exercise practice is crucial for their engagement and



achievement in the language. (Win moe, 2018 and Ginting et al., 2021) suggest that students who have high interest tend to be more attentive, motivated, and engaged in learning, leading to better outcomes. students' interest can influence their learning outcomes by encouraging them to pursue knowledge more actively. High-interest students tend to be more motivated to practice their English skills, enrich their vocabulary, and participate in exercises to improve their proficiency.

Then, students' motivation is a students' enthusiasm according to Akbarjono, et al (2022) when students are enthusiastic about learning English, it can be a powerful source of motivation for their learning. When students are enthusiastic about learning, it was be able to improve students' academic achievement in learning English , because the failure of student academic achievement is an important case that needs attention. Murray (1997) also states that it is related to a good achievement of learning, solving a problem, and doing the assignment as fast as possible and as well as possible. Motivation, including enthusiasm, plays a crucial role in students' ability to solve problems, complete assignments effectively, and achieve success in learning.

k. Factor Contributing of Lack Motivation in Doing English Excercise Practice

in a foreign language teaching and learning context, the problems of low motivation are commonly found. For instance, in an English classroom, many students do not appear to show enthusiasm in their English classrooms. They simply sit at their desks and perform the activities that their language teachers instruct them to do with hesitation. Some students even copy their friends' work. Many students often fall asleep in class while teaching and learning are taking place. These can be some of the indicators that the students have problems with their motivation to learn English, even though it can also be triggered by other reasons (Riyanti, 2019).



Several factors contribute to low motivation in learning English. These include internal factors such as students' self-interest, curiosity, and individual factors, as well as external factors such as family support, teacher quality, and classroom environment. For instance, if a teacher is not competent or does not create an engaging learning environment, students may lose interest in learning English. Similarly, if students do not have a clear reason for learning English or do not see its relevance to their lives, they may lack motivation to learn the language. (Rodiyanti, 2023)

Furthermore, the quality of teaching and the way English is taught can also play a role. For instance, if teachers do not use clear instructions or provide adequate support, students may become disinterested in the subject. Moreover, students' own attitudes towards English can also influence their willingness to practice. Some students may view English as a difficult or uninteresting subject, leading them to avoid practicing exercises (Geti, 2020). In addition, demotivation is a state of not having the motivation or desire to do something. Demotivation has a negative effect because it can inhibit a person from achieving the targets that have been made, as is the case in learning English if students are demotivated then they will not be able to achieve their targets of learning English, such as having good English grades or having an understanding of English itself (La mido et, al., 2023).

Understanding these factors is crucial for developing effective strategies to overcome demotivation and improve English learning outcomes. Teachers and educators should consider the impact of their teaching methods, the learning environment, and the students' attitudes towards English on their motivation and engagement. By addressing these factors, educators can help students overcome demotivation and achieve their English learning goals.

## I. Strategies for Addressing Students' Lack of Motivation

Addressing students' lack of motivation in English exercise practice is a crucial aspect of enhancing student engagement and improving learning outcomes.

Another strategy is to leverage technology to create a more dynamic and immersive learning environment. Online platforms and apps can offer interactive exercises, games, and quizzes that cater to different learning styles and preferences. This can help students stay engaged and motivated, even when practicing English outside of the classroom. Furthermore, incorporating real-life scenarios and authentic materials can make language practice more relatable and relevant to students' everyday lives, thereby increasing their interest and participation by Liontou & Braidwood (2023).

Another strategy is to leverage technology to create a more dynamic and immersive learning environment. Online platforms and apps can offer interactive exercises, games, and quizzes that cater to different learning styles and preferences. This can help students stay engaged and motivated, even when practicing English outside of the classroom. Furthermore, incorporating real-life scenarios and authentic materials can make language practice more relatable and relevant to students' everyday lives, thereby increasing their interest and participation.

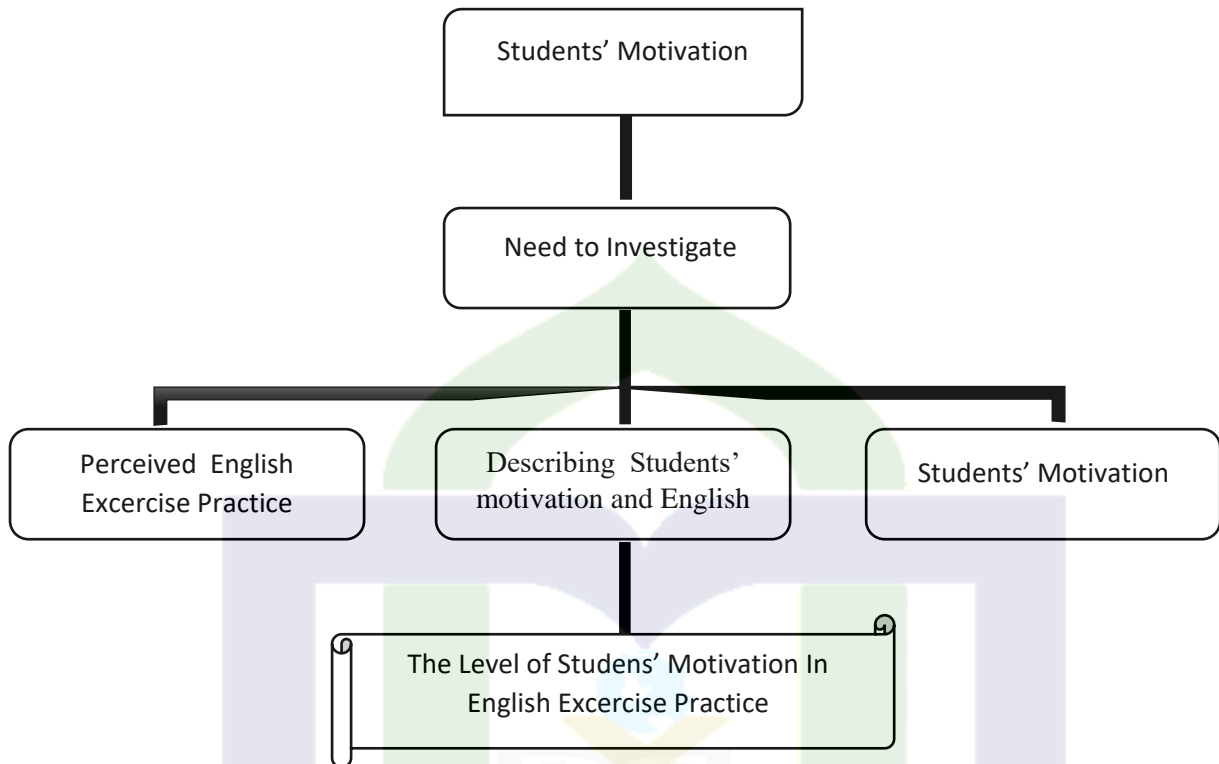
further address students' lack of motivation, it is essential to recognize and address the underlying factors that contribute to it. This may involve identifying and addressing any learning barriers or difficulties that students face, such as lack of confidence or inadequate support. Providing additional resources, such as language learning apps or online tutorials, can help students overcome these challenges and stay motivated. Moreover, encouraging students to set achievable

goals and track their progress can help them stay focused and committed to their English practice, Allison (2023).

Lastly, incorporating elements of gamification and competition can be an effective way to boost student engagement and motivation. This can involve creating challenges, quizzes, or competitions that encourage students to practice their English skills in a fun and competitive environment. Additionally, recognizing and rewarding students' achievements can help reinforce their sense of accomplishment and motivation to continue practicing their English skills. By incorporating these strategies, educators can create a more engaging and effective learning environment that addresses student laziness and fosters a lifelong love of language learning

### ***C. Conceptual Framework***

The conceptual framework for investigating students' motivation in doing English exercise practice at Vocational high school of Suparman Wonomulyo, Polewali Mandar District West Sulawesi consists of two main components: motivation and English exercise practice. Motivation refers to the level of motivation that students have in doing English exercise practice. English exercise practices refer to the specific activities or tasks that students engage to improve their English skills. These two components are interrelated and can affect each other. This is illustrated a scheme about investigating of students' Motivation in English exercise practice in conceptual framework as follows:



This conceptual framework outlines the key variables of interest and their potential relationships in the study of students' motivation in doing English exercise practice. It provides a guide for investigation and can be further refined based on the specific research question.

## CHAPTER III

### RESEARCH METHOD

The methodology is an essential thing in research. In this chapter, the researcher explains the methods and processes used to carry out this research. There are several discussions that the researcher would explain in this chapter, research design, Population and Sample, operational definition of variabel, instrument of the research, data collection techniques, and technique of data analysis.

#### **A. *Research Design***

This study utilized a quantitative descriptive research approach to investigate students' motivation in doing English exercise practice. According to Gay (2012) stated that descriptive research is a survey research. This research are involves collecting data in order to test hypotheses or to answer questions about the opinions of people about some topic or issue. Besides, Creswell (2012) stated that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. And descriptive research is concerned with how *what* is or *what exists* is related to some preceding event that has influenced or affected a present condition or event (Best, 1970 cited in Cohen, 2000).

### ***B. Location and Duration of the Research***

This research was conducted at the Vocational High school in the wonomulyo district, Polewali Mandar West Sulawesi, Jln. Poros Galeso, Tumpiling. on july-September 2024.

### ***C. Population and sample***

#### **1. Population**

According to Sugiyono (2019), population is defined as a generalization area consisting of objects or subjects that have specific qualities and characteristics determined by the researcher for study and then draw conclusions. While according to Sudjana (2005), population is the totality of all values which are possible, resulting from counting, calculating, or measurement, quantitative and qualitative.

The population of this study was all the students at SMKS Suparman Wonomulyo. The total of the population of this study are 210 students.

Table 3.1 Population Number

No	Class	Students
1.	X TBKP	20
2.	X TKJ	25
3.	X TO	30
4.	XI TBKP	15
5.	XI TKJ	15
6.	XI TBSM	23

7.	XI TKR	15
8.	XII TBKP	12
9.	XII TKJ	20
10.	XII TBSM	25
11.	XII TKR	10
Total of Population		210

## 2. Sample

Sugiyono (2019) defines a sample as a part of the population that represents or is representative. The researcher will later use a sample taken from the population itself, considering the large size of the population, limitations of time, funds, and personnel in this research.

This study used random sampling technique in determining the sample. This technique was chosen to ensure that each member of the population has an equal opportunity to be selected as a sample, so that it can produce a representative sample of the student population at SMKS Suparman Wonomulyo. The random sampling process was carried out using SPSS software, where all student data was inputted into the system. Then, through a random procedure carried out by SPSS, the samples needed for this study were selected randomly. With this method, it is expected that bias in sample selection can be minimized, so that the research results can be more valid and can be generalized to a wider population. In addition, random sampling is essential in ensuring that the sample is unbiased and representative of the population

under study (Sugiyono, 2019). The number of samples selected was 40 students, which was considered sufficient to represent the population and provide data that could be analyzed statistically to investigate students' motivation in doing English exercises.

#### ***D. Operational Defenition of Variabel***

##### **1. Students' Motivation**

Motivation in this context refers to level students' motivation to engage in English exercises, including their willingness to put in extra effort, their persistence in the face of challenges, and their overall commitment to improving their English skills.

##### **2. English excercise Practice**

English exercise practices refer to the specific activities or tasks that students engage in improving their English skills, including reading, writing, speaking, and listening exercises, as well as other activities such as grammar practice, vocabulary building, and comprehension exercises.

#### ***E. Instrument of the Research***

A research instrument is a tool used to collect, measure, and analyze data related to a specific research subject. In the context of investigating students' motivation in doing English exercise practice. The questionnaire consist of 10 questions about motivation level and Likert scale items.

In research questionnaire was used to describe student's motivation in doing English excercise practice. The researcher adaqpted a questionnaire from Gardner's



Attitudes and Motivations. In the questionnaire, there were ten questions written in English and also translated into Indonesian to make it easier for students to understand and answer questions. In this questionnaire consist of the level of motivation number by choosing five categories SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree). Each student is given a question based on their opinions and feelings.

#### ***F. Technique of Data Collection***

Data was collected using a questionnaire that includes questionnaire consist of 10 questions and Likert scale item to describe the level students' in doing English exercise practice. The researcher conducted a try out question at SMKS Suparman Wonomulyo with 40 sample of students. It tested the validity of the question to find out the feasibility of the research question. After getting the question with the results of a valid analysis, the researchers distributed the questionnaire to the research site at SMKS Suparman Wonomulyo. The researcher gave questionnaire to fourty students. According to Sugiyono (2019) questionnaire is a survey design that study participants complete and return to the researcher .

Besides, Creswell (2012) a questionnaire a form used in a survey design that participants in a study complete and return to the researcher, and Creswell (2012) also stated that the instrument is available in the form of question and statement, and the collecting data which consisted of a set of statements and the answers of questionnaires were available in the form of checklist. The participants answered to questions and supplies basic personal or demographic information.

After the researcher got all the data collected from the questionnaire, the researcher calculated the results of the questionnaire using SPSS. The questionnaire used in this study was a closed questionnaire. In this questionnaire there the level of motivation number 1-5 and attitude towards English exercise practice number 6-10. So, the highest score in the statement item is 5 until the lowest is. We can see the table below:

Table 3.2 The likert Scale Rating

Answer	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

After that, the researchers calculated the score from the questionnaire to know how percentage the level of students' motivation towards English exercise practice.

### ***G. Technique of Data Analysis***

This research is descriptive study. the objective is to provide a detailed description of the data collected from students regarding their motivation in doing English exercise practice. To achieve this, the data will be analyzed using the following formula:. In order to get the description of the answering that given by

students in questionnaire, the data will be analyzed by using the following formula (Sudijono, 2004):

- a. Calculating the rate percentage of students' score

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frekuence

N = Total Respondents

- b. Calculating the mean score

In calculating the data the researcher used SPSS to present the descriptive stactical information. The mean score was calculated by the following formula(Gay, 1981):

$$X = \frac{\sum X}{N}$$

Where :

X= mean score

$\sum$ = Total score

N= number of students

Ridwan (2014) indicated the scale for classifying the gained percentage of questionnaire as follows:

Table 3.3 The Classification of Questionnaire Category

No.	Score	Category
1.	81-100 %	Very High Level
2.	61-80 %	High Level
3.	41-60%	Average Level
4.	21-40%	Low Level
5.	0-20%	Very Low Level



## CHAPTER IV FINDING AND DISCUSSION

The this chapter consist of two sections namely findings and discussions. The findings of this research present of the data students' motivation in doing english excercise practice. The discussions of this research is explain the findings supported by theories and previous research findings.

### **A. Finding**

Findings of this research are the general score and the classification of students' responses for students' motivation in English ecercise practice. The elaborated as follows:

Table 4.1. The Students' Motivation in English excercise practice

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	40	42.00	56.00	48.0000	3.17038
Valid N (listwise)	40				

Table 4.1 The table shows that from 40 students at SMKS Superman Wonomulyo indicate that the mean score for the responses is 48. This mean score represents the central point around which the students' answers are distributed. With a minimum score of 42 and a maximum score of 56, the data shows a moderate range

of variation. The standard deviation of 3.17038 further indicates that most students' scores are relatively close to the mean, suggesting consistent responses among the participants.

Table 4.2. enjoyment of learning English

<b>Question 01</b>		
Category	Frequency	Percent
Strongly Agree	26	35 %
Agree	14	65 %
Neutral	0	0.0 %
Disagree	0	0.0%
Strongly Disagree	0	0.0%

Table 4.2 shows the enjoy of learning English of the students' level of motivation in English excercise practice answer agree is 14 students with 35%, while answer with strongly disagree is 26 students with 65 %. This indicates that a significant most of the students, totaling 100%, have a positive respond towards learning English, with most of students expressing a strong enjoyment of the subject. The data demonstrates a high level of enthusiasm and motivation for enjoying English among the students

Table 4.3. Frequency of English Exercise

<b>Question 02</b>		
Category	Frequency	Percent

Strongly Agree	0	0.0%
Agree	0	0.0%
Neutral	0	0.0%
Disagree	23	57.5%
Strongly Disagree	17	42.5%

Table 4.3 shows among 40 students there are 17 students strongly disagree with 42.5% and 23 students disagree with 57.5%. It indicates that all students expressed a negative response to the statement. The data suggests that the students predominantly do not agree with the statement, with a significant portion expressing strong disagreement.

Table 4.4. Motivation in Doing English exercise

<b>Question 03</b>		
Category	Frequency	Percent
Strongly Agree	0	0.0%
Agree	20	50.0%
Neutral	13	32.5%
Disagree	7	17.5%
Strongly Disagree	0	0.0%

Table 4.4 shows among 40 students there are 7 students answer disagree with 17.5%, 13 students answer neutral with 32.5%, and 20 students answer agree with 50%

%. This distribution highlights that while half of the students agree with the statement, there is a significant of students who are either neutral or disagree, demonstrating a diverse range of perspectives among the students.

Table 4.5. Setting Personal Goals for Learning English

<b>Question 04</b>		
Category	Frequency	Percent
Strongly Disagree	0	0.0%
Agree	0	0.0%
Neutral	30	75.0%
Disagree	10	25.0 %
Strongly Disagree	0	0.0%

Table 4.5 shows among 40 students there are 10 students answer disagree with 25 %, and 30 students answer neutral with 75% . The result indicates that the most of students maintain a neutral stance towards the statement, neither agreeing nor disagreeing strongly. A smaller portion of the students expressed disagreement. The data suggests a general indifference among the students, with only a quarter of them having a clear negative response.



Table 4.6. Importance of Achieving High Scores in English Exams

<b>Question 05</b>		
Category	Frequency	Percent
Strongly Agree	0	0.0%
Agree	34	85.0%
Neutral	2	5.0%
Disagree	4	10.0%
Strongly Disagree	0	0.0%

Table 4.6 shows among 40 students there are 4 students answer disagree with 10 %, 2 students answer neutral with 5 %, and 34 students answer agree 34 with 85%. The result indicates that the vast majority of students agree with the statement, Only a small fraction of students are either neutral or disagree, suggesting that the statement resonates well with most students.

Table 4.7. Interest in English Exercises

<b>Question 06</b>		
Category	Frequency	Percent
Strongly Agree	0	0.0%
Agree	0	0.0%
Neutral	9	22.5%
Disagree	31	77.5%
Strongly Disagree	0	0.0%

Table 4.7 shows among 40 students there are 31 students answer disagree with 77.5 %, and 9 students answer neutral with 22.5%. The result indicates that a significant most of students disagree with the statement. A smaller portion of students are neutral, suggesting a lack of strong opinion or indifference. The data highlights a predominant disapproval among the students, with only a minority remaining neutral.

Table 4.8. Confidence in English Practice

<b>Question 07</b>		
Category	Frequency	Percent
Strongly Agree	0	0.0%
Agree	0	0.0%
Neutral	0	0.0%
Disagree	4	10.0%
Strongly Disagree	36	90.0%

Table 4.8 shows among 40 students there are 36 students answer strongly disagree with 90 %, and 4 students answer disagree with 10 %. The result indicates that the overwhelming most of students strongly disagree with the statement, reflecting . A small of students also disagree, but the overall data shows a clear and substantial disapproval among the students.

Table 4.9. Group Practice

<b>Question 08</b>		
Category	Frequency	Percent
Strongly Agree	0	0.0%
Agree	0	0.0%
Neutral	6	15.0%
Disagree	34	85.0%
Strongly Disagree	0	0.0%

Table 4.9 shows among 40 students there are 34 students answer disagree with 85 %, and 6 students answer disagree with 15 %. The result indicates that most of students disagree with the statement. A smaller of students are neutral, suggesting that while most students reject the statement, there is a small group that neither agrees nor strongly disagrees. The data highlights a predominant disapproval among the students, with only a minority remaining neutral.

Table 4.10. Seeking Feedback

<b>Question 09</b>		
Category	Frequency	Percent
Strongly Disagree	0	0.0 %
Agree	0	0.0 %
Neutral	18	45.0%
Disagree	22	55.0%
Strongly Disagree	0	0.0 %

Table 4.10 shows among 40 students there are 22 students answer disagree with 55 %, and 18 students answer neutrall with 45 %. The result indicates that a most of students disagree with the statement, though there is also a significant portion who are neutral. The data suggests that while more students reject the statement, a substantial number remain indifferent or undecided.

Table 4. 11. Reviewing Mistakes

<b>Question 10</b>		
Category	Frequency	Percent
Strongly Agree	0	0.0%
Agree	0	0.0%
Neutral	0	0.0%
Disagree	5	12.5%
Strongly Disagree	35	87.5%

Table 4.10 shows among 40 students there are 35 students answer strongly disagree with 87.5 %, and 5 students answer disagree with 12.5 %. The result indicates almost of students strongly disagree with the statement,. A smaller of students also disagree, but the data shows a clear and overwhelming disapproval among the students.

## ***B. Discussion***

First objective of this research is to know the level of students' motivation in English exercise practice. Therefore, the level of students' motivation and English exercise practice are investigated.

the problem of the research the level of students' motivation in doing English exercise practice is average level, 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 10 questions and likert scale item to describe the level students' motivation related English exercise practice.

The students' motivation among students at SMKS Suparman Wonomulyo, based on the findings result the mean score for the responses is 48. It shows of classification questionnaire category, the students' motivation in English exercise practice is average level of motivation. The findings of this study reveal a concerning level of motivation among students at SMKS Suparman Wonomulyo towards English exercise practice, as indicated by the average mean score of 48 on the motivation questionnaire. Based on observation and the result of questionnaire, researcher's highlight a number of problematic student's motivation related to English language learning. Students demonstrate a clear preference for easy tasks, avoiding challenges and displaying a general disinterest in completing assignments. Their fear of asking questions, even when struggling with the material, creates a barrier to effective learning and growth. Moreover, the lack of improvement despite receiving feedback

and redoing assignments suggests a deeper issue with engagement and willingness to learn. These findings point to a complex interplay of factors contributing to students' low motivation. It is possible that students perceive English as a difficult subject, leading to feelings of inadequacy and avoidance. Additionally, the teaching methods or curriculum was not engaging or relevant to students' interests, resulting in a lack of intrinsic motivation. External factors such as parental expectations or peer pressure could also play a role in shaping students' attitudes towards English learning.

To address this issue effectively, a multi-faceted approach is necessary. This includes exploring innovative teaching methodologies to make English more engaging and accessible, providing ample opportunities for students to practice and receive constructive feedback, and creating a supportive classroom environment that encourages questions and risk-taking. Furthermore, understanding the specific reasons behind students' fear of asking questions is crucial for developing strategies to build their confidence and create a positive learning atmosphere.

The research findings on students' motivation in English exercise practice align closely with the tenets of Self-Determination Theory (SDT) developed by Deci and Ryan (2017). The students' demonstrated lack of autonomy, competence, and relatedness provides a clear explanation for their low motivation. Lack of Autonomy: Students' preference for easy tasks and avoidance of challenges suggest a limited sense of control over their learning. The fear of making mistakes and asking questions further reinforces this lack of autonomy. Low Competence: Students' difficulties in understanding English and their subsequent avoidance behaviors

indicate a low perception of competence in the subject. This is exacerbated by the lack of improvement despite feedback, suggesting a cycle of low self-efficacy.

Furthermore, Limited Relatedness: While not explicitly mentioned in the findings, it can be inferred that students feel a lack of connection to the English language or its relevance to their lives. This could contribute to a decreased sense of relatedness to the subject (Wentzel & Brophy, 2014). Maintaining students' 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. Dörnyei (2013) suggests that setting clear goals and providing opportunities for success can boost learner motivation.

The result about enjoying of learning English the students show very high level of motivation. Based on the result that students enjoy learning English but doing English exercise still low level. It shows in finding frequency of English exercise the data indicates that all students expressed a negative response to the statement. Uninspiring or irrelevant exercises disengage students, leading them to seek easier alternatives. Effective time management and learning strategies are crucial but often overlooked, especially in vocational settings where practical skills dominate. Moreover, a fear of failure, manifested in a reluctance to ask questions or tackle challenging tasks, can hinder progress. Finally, a perceived lack of connection between English language skills and vocational goals can diminish motivation for independent practice. Enhancing student engagement in English practice, several strategies can be implemented. firstly, contextualizing exercises within students'

vocational fields can make learning more relevant. As Chapelle (2009) suggests, interactive multimedia can enhance language learning by providing contextualized and authentic practice opportunities. By aligning English practice with real-world vocational scenarios and leveraging technology, educators can create more engaging and meaningful learning experiences. Secondly, teaching effective time management skills empowers students to balance English practice with other commitments. Fostering a supportive classroom environment where questions are valued and mistakes are seen as learning opportunities can boost confidence. As Zimmerman and Schunk (2001) highlight, self-regulated learning, including time management, is crucial for academic success. Fostering a supportive classroom environment where questions are valued and mistakes are seen as learning opportunities can boost confidence. A growth mindset culture, as advocated by Dweck (2006), encourages students to embrace challenges and view errors as stepping stones to learning.

Then, emphasizing the practical benefits of English proficiency in the modern workplace can increase motivation. As Gardner (2006) suggests, connecting learning to real-world applications enhances student engagement. Incorporating a variety of engaging exercise formats, such as games and simulations, caters to different learning styles. Research by Hidi and Renninger (2006) indicates that interest and curiosity play pivotal roles in motivation. Finally, leveraging technology through educational apps and platforms offers interactive and personalized practice options. According to Prensky (2001), today's students are digital natives who thrive in technology-rich environments.



The findings of this study reveal a fascinating dissonance regarding students' motivation in English learning. While the average score indicates a moderate level of motivation for English exercises 48, the students reported a high level of enjoyment when learning English itself. This suggests a disconnect between their overall enthusiasm for the subject and their willingness to engage in practice activities. This problem happened because students did not understand the exercise practice it showed that when students were given assignment or exercise practice which was unworkable or uncomprehending English, they would cheat a friend's work before the assignment is submitted. The students perceive exercises as tedious or irrelevant to their learning goals. The study highlights a discrepancy between students' overall enthusiasm for English and their aversion to English exercises. This is further exacerbated by the issue of students cheating due to incomprehensible exercises. Essentially, the problem lies in the perceived irrelevance and difficulty of the exercises, which is hindering the students' sense of competence. As Deci and Ryan's concept of competence aligns perfectly with this issue. Students who feel competent in their abilities are more motivated. However, the study indicates that the exercises are not fostering this feeling. Instead, they are creating a sense of inadequacy and frustration.

Understanding these underlying psychological factors is crucial for developing effective interventions to overcome the gap between motivation and practice. By designing exercises that promote autonomy, competence, and relatedness, teachers can potentially enhance students' intrinsic motivation and

encourage sustained engagement in English learning. In addition, 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 exercise. Teachers play a crucial role in fostering students' motivation.

Furthermore, *Setting Personal Goals for Learning English* shows that most of students answer neutral, indicating a lack of strong opinion either in favor or against it. This prevalence of neutrality suggests a potential ambiguity or complexity surrounding the issue, making it difficult for students to form a definitive position. A prevalent finding in studies is the high rate of neutral responses when students are asked about setting personal goals for English language learning. This neutrality suggests a complex issue with several potential underlying factors. Firstly, students had lack experience in goal setting, leading to uncertainty about their stance. Secondly, the concept of personal goals is unclear, with students struggling to differentiate them from broader learning objectives. Additionally, students perceive goal setting as unrealistic or irrelevant to their language learning journey. Finally, a lack of perceived benefits from goal setting could lead to indifference. This neutrality has significant implications for student motivation and learning outcomes, as it can hinder active engagement and reduce overall performance. To address this, educators should provide clear guidance on goal setting, facilitate the goal-setting process, offer consistent support and encouragement, celebrate achievements, and connect goals to

personal interests. By implementing these strategies, educators can foster a goal-oriented learning environment and enhance student motivation. As Dörnyei (2013) emphasizes that well-defined goals can enhance students' motivation by giving them a target to strive for. In addition, Han & Lu in their study (2018) suggested that, teachers should help their students to set their own learning goals and encourage them to demonstrate effective planning, time management, and purposeful behavior in order to achieve enhanced learning outcomes.

Meanwhile, in importance of achieving high scores in English exams, the data shows a very high level of motivation among students want to achieve high scores in English exams. Even though the students have no desire to do the English language assignment or they are low motivated in this regard, but to get a high score passes on the exam they consider important. The intense focus on achieving high scores in English exams reveals a fascinating dichotomy in student motivation. While the data unequivocally indicates a strong drive for exam success, it simultaneously highlights a disconnect between this ambition and the enthusiasm for the language itself. This paradox suggests that the extrinsic rewards associated with high scores, such as academic progression or parental approval, often overshadow the intrinsic value of language learning. Students view English assignments as mere hurdles to be overcome rather than opportunities for growth and exploration. Consequently, this extrinsic motivation, though powerful in driving exam performance, hinder the development of a genuine passion for the English language. While high scores are undoubtedly important, it is crucial to foster a love of learning and a curiosity about

language among students. According to Deci & Ryan (2017), extrinsic motivation involves performing an activity to achieve an external reward or to avoid punishment. Extrinsicly motivated students 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 is not lead to long-term engagement and deep learning.

Based on the findings interest in english exercises and confidence in English practice the data showed that the students generally have a negative response towards English exercise practice, most of students disagree with statements indicating interest and confidence. Understanding the root causes of students' negative responses towards English exercises is paramount. Comprehensive research, including focus groups, can shed light on the underlying factors contributing to this issue. This knowledge is essential for developing targeted interventions.

Furthermore, innovative instructional strategies are crucial to enhance students' engagement with English exercises. Integrating technology, real-world applications, and collaborative learning can transform the learning experience. Simultaneously, fostering a supportive classroom environment where students feel comfortable taking risks and seeking help is indispensable for boosting confidence. In addition to classroom-level interventions, involving parents is crucial. By collaborating with parents and providing guidance, schools can reinforce the importance of English language skills. Finally, a systemic evaluation of educational policies and curriculum is necessary to ensure alignment with students' needs and

interests. This holistic approach is essential for addressing the complex issue of students' negative responses towards English exercise practice. Based on the findings that students exhibit a negative response towards English exercises, it is crucial to examine the role of self-efficacy, as proposed by Bandura (1997), in shaping their motivation and performance. self-efficacy refers to an individual's belief in their ability to succeed in specific tasks. High self-efficacy is associated with greater motivation, as students who believe in their capabilities are more likely to take on challenges, persist in the face of difficulties, and achieve their goals.

Enhancing self-efficacy, teachers can implement strategies like breaking down complex tasks into smaller, achievable steps, providing specific and constructive feedback, and celebrating incremental progress. While extrinsic motivators like grades can initially engage students, fostering intrinsic motivation through curiosity, relevance, and autonomy is crucial for sustained engagement and deeper learning. Integrating theories like goal-setting can empower students to set achievable targets, while attribution theory can help them understand the factors influencing their successes and failures. By combining these approaches, educators can create a learning environment that not only boosts students' confidence but also cultivates a genuine passion for English language acquisition.

Furthermore, in group practice most of students disagree, the data shows a lack of motivation for traditional practice methods. Low motivation among students towards traditional English practice is a significant concern at a vocational high school at SMKS Suparman Wonomulyo. Students often exhibit a clear disinterest in

engaging with challenging English assignments, opting instead to copy from classmates. This avoidance behavior suggests a lack of confidence or perceived difficulty with the material. Furthermore, the allure of leisure activities frequently eclipses the importance of schoolwork, resulting in incomplete English assignments.

External pressures also compound the issue. Parental expectations, while well-intentioned, can inadvertently hinder students' progress by emphasizing other subjects or activities over English. These combined factors create a challenging environment for students to develop English proficiency, necessitating innovative approaches to rekindle their interest in the language. Several effective strategies is to incorporate interactive and engaging activities that make language practice enjoyable and relevant to students' lives. For instance, using role-playing exercises. Role-playing exercises simulate real-life interactions, such as ordering food at a restaurant, making travel arrangements, or participating in a job interview. These exercises help learners develop their speaking and listening skills in context. Livingstone (2014) highlights the effectiveness of role-playing in providing practical language use experiences.

Furthermore, project-based learning exercises involve learners in completing a project, such as creating a travel brochure, conducting a survey, or preparing a presentation. These exercises help learners develop their research, writing, and presentation skills. Thomas (2010) emphasizes the benefits of project-based learning in providing authentic and meaningful language practice. Then, task-based language teaching exercises focus on completing specific tasks, such as planning a trip, solving a problem, or writing a report. These exercises help learners develop their language

skills through practical and purposeful use. Ellis (2013) suggests that task-based language teaching can enhance language proficiency by providing real-life communication opportunities. 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).

While, seeking feedback the data shows could indicate a few things: the exercise is too difficult for most students, the topic might not be relevant to their interests, and the word of the exercise is unclear. If the exercise was too challenging, it 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.

Based on the result most Reviewing mistakes of students answer with strongly disagree with English practice methods. When students receive low grades, subsequent reprimands often fail to motivate them to rectify their mistakes or achieve higher standards. Despite repeated opportunities to resubmit assignments, many students continue to produce subpar work. This raises concerns about the efficacy of current disciplinary practices and their impact on student learning and motivation. Students' dissatisfaction with current English practice methods, as revealed by a recent survey, poses a significant challenge to academic achievement. The repetitive cycle of reprimands often proves counterproductive and fails to motivate students to



reach their full potential. Therefore, there is a need for innovative approaches to English language teaching that prioritize active student engagement, constructive feedback, and recognition of their efforts.

Improving students' motivation in learning English, a student-centered approach is essential. Teachers should create a supportive and stimulating learning environment where students feel engaged and challenged. By incorporating technology, such as interactive learning platforms, teachers can offer a diverse range of learning activities. As Deci & Ryan (1985), Reeve (2009) Providing student autonomy and choice refer to the extent to which students have control over their learning experiences. When students are given opportunities to make decisions about their learning process, such as choosing topics, selecting learning activities, or determining how to demonstrate their understanding, their motivation and engagement tend to increase. Moreover, collaboration among teachers can lead to the development of more engaging and effective learning materials. Allowing students to choose topics that align with their interests and providing timely and specific feedback can significantly boost their motivation and confidence in learning English. Based on Darling-Hammond's foundation of teacher collaboration leading to more effective and engaging curriculum materials, we can directly link this to enhanced student motivation and confidence in learning English (Darling-Hammond, 2000).

Collaborative teams can draw from a wider pool of knowledge and experiences, leading to the creation of curriculum that resonates with a broader range



of students. This diversity in perspectives can help identify and address students' varied interests and learning styles. By allowing students to choose topics that align with their interests, teachers can tap into their intrinsic motivation, making learning more engaging and meaningful. When teachers collaborate, they can share best practices and innovative teaching strategies. This collective wisdom can be harnessed to develop curriculum that is not only effective but also inspiring. By incorporating student choice into the curriculum, teachers can create a more personalized learning experience, which can boost student confidence and autonomy. Through collaboration, teachers can develop a more holistic understanding of student needs and progress. This shared knowledge allows for more accurate and informative feedback, which is crucial for students' motivation and growth. Timely and specific feedback can help students understand their strengths and weaknesses, enabling them to set achievable goals and track their progress.

Kurikulum Merdeka in Indonesia represents a significant step towards granting teachers greater autonomy in designing instructional plans. This concept directly supports the assertion that teacher collaboration can lead to the development of more effective and engaging learning materials, as posited by Darling-Hammond (2000). By providing teachers with increased flexibility, the Merdeka Curriculum encourages collaboration, allowing educators to pool their expertise, share best practices, and develop learning experiences tailored to the unique needs and interests of their students.

In essence, teacher collaboration is a catalyst for creating curriculum that is not only effective but also student-centered. By working together, teachers can develop materials that cater to diverse learners, foster student autonomy, and provide the necessary support for students to thrive. This, in turn, can significantly enhance student motivation and confidence in learning English.



## CHAPTER V

### CONCLUSION & SUGGESTION

This chapter consists two sections the first section is deal with the conclusion of the research and the suggestion of the research.

#### *A. 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 of students the mean score is 48. The average motivation level among students indicates a moderate level of enthusiasm for engaging in English language exercises. The average motivation level suggests that while motivation is present, it is not a particularly strong driving force for the most of students in English exercise practice. A mean score implies a clear opportunity to enhance students' motivation to optimize their English language proficiency through exercises. Therefore, motivation levels can vary significantly among students, employing diverse strategies to cater to different motivational factors is crucial.

### ***B. Suggestion***

Based on the result the data analyis and the conclusion, the researcher suggestion as follow:

For the English teacher, to effectively address the average motivation level among students for engaging in English language exercises, teachers must recognize the diverse motivational factors among students and implement a variety of strategies to cater to these individual differences. A deeper exploration into the factors hindering students' motivation to an average level is warranted. By identifying these specific obstacles, teachers can develop targeted interventions to boost student engagement and ultimately enhance English language learning outcomes. This requires a comprehensive understanding of students' perspectives, learning styles, and individual needs to create a motivating and effective learning environment.

For the further researcher, can discuss of students' motivation in doing English excercise practice with large population and sample, and with the different 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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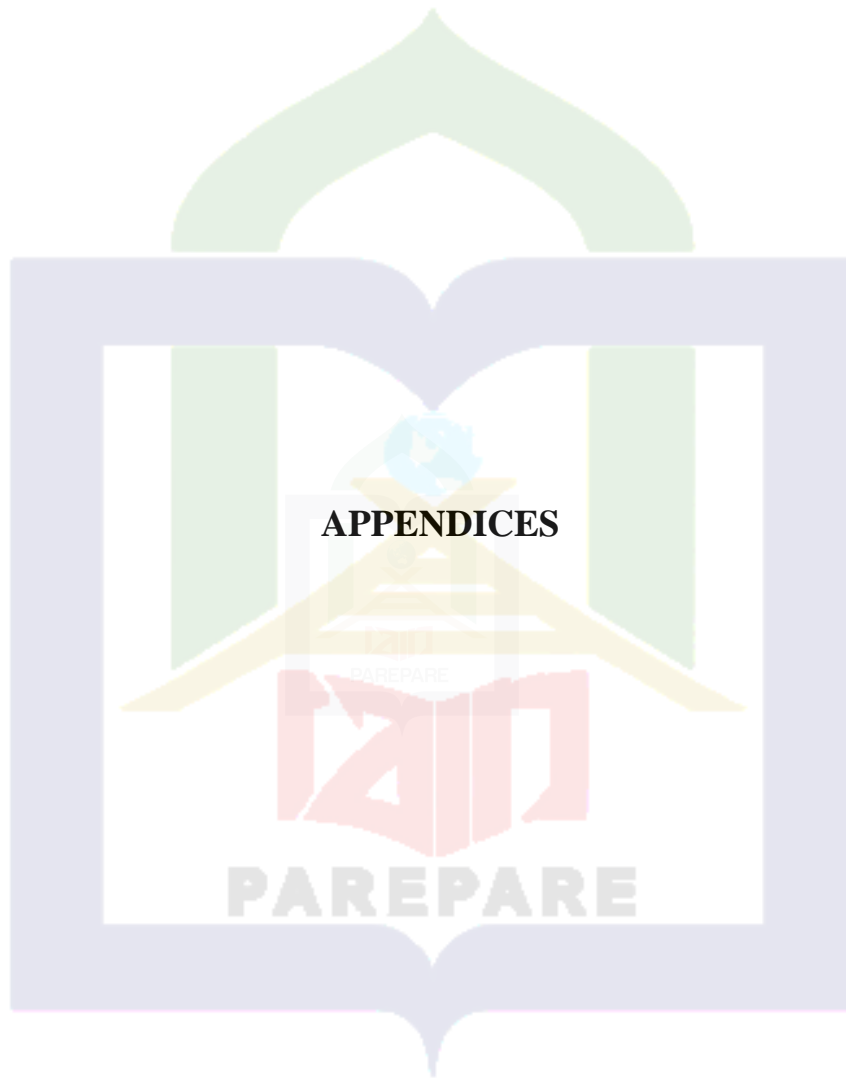


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PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-127 /In.39/PP.00.09/PPS.05/07/2024  
Lampiran : -  
Perihal : Permohonan Rekomendasi Izin Penelitian

03 Juli 2024

Yth. Bapak Bupati Polewali Mandar  
Cq. Ka. Badan Kesatuan Bangsa dan Politik

Di  
Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama : IRMAYANTI  
NIM : 2020203879102003  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : **Investigating Students' Motivation in Doing English Exercise Practice at SMKS Suparman Wonomulyo.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan Juli s/d September Tahun 2024

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*

Direktur,

Dr. H. Islamul Haq, Lc., M.A.  
NIP.19840312 201503 1 004



**PEMERINTAH KABUPATEN POLEWALI MANDAR  
DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315  
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

**IZIN PENELITIAN**

**NOMOR : 500.16.7.2 /0515/IPL/DPMTSP/VII/2024**

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan :
    - a. Surat permohonan sdr. IRMAYANTI
    - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0515/Kesbangpol/B.1/410.7/VII/2024, Tgl 05-07-2024

**MEMBERIKAN IZIN**

Kepada :

<b>Nama</b>	: IRMAYANTI
<b>NIM/NIDN/NIP/NPn</b>	: 2020203879102003
<b>Asal Perguruan Tinggi</b>	: IAIN PAREPARE
<b>Fakultas</b>	: -
<b>Jurusan</b>	: S2 TADRIS BAHASA INGGRIS
<b>Alamat</b>	: SALUMANURUNG KEC. BUDONG-BUDONG KAB. MAMUJU TENGAH

Untuk melakukan penelitian di SMKS Suparman Wonomulyo Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Juli s/d September 2024 dengan proposal berjudul "INVESTIGATING STUDENTS' MOTIVATION IN DOING ENGLISH EXERCISE PRACTICE AT SMKS SUPARMAN WONOMULYO"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar  
Pada Tanggal, 05 Juli 2024  
**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

**INENGAH TRI SUMADANA, AP.M.Si**  
Pangkat : Pembina Utama Muda  
NIP : 196760522 1994 12 1 001

Tembusan :  
1. Unsur forkopin di tempat



**YAYASAN PENDIDIKAN SOEPARMAN (YPS)  
SEKOLAH MENENGAH KEJURUAN (SMK)  
D I A K U I  
WONOMULYO KAB. POLEWALI MANDAR**  
Alamat : Jl. Galeso Tumpiling Kec. Wonomulyo Telp. (0428) 51419

**SURAT KETERANGAN**  
**Nomor : 421.5/052/SMKS/VI/2024**

Yang bertanda tangan di bawah ini Kepala SMK Suparman Wonomulyo menerangkan bahwa :

Nama Lengkap : Irmayanti  
REG. NUM. : 2020203879102003  
Program Studi : Tadris Bahasa Ingis  
Kampus : Institut Agama Islam Negeri (IAIN) Parepare

yang bersangkutan telah melakukan penelitian di SMK Suparman Wonomulyo Tahun Ajaran 2023/2024 terhitung mulai bulan Juli s/d September 2024 dengan judul penelitian **INVESTIGATING STUDENTS' MOTIVATION IN DOING ENGLISH EXERCISE PRACTICE AT SMKS SUPARMAN WONOMULYO.**

Demikian surat keterangan ini kami buat dengan sebenar-benarnya dapat dipergunakan sebagaimana mestinya.



Wonomulyo, 08 Juli 2024

Ka. SMK Suparman Wonomulyo

H. Sukwanto, MM.



**Questionnaire Students' Motivation in Doing English Exercise Practice at SMKS  
Suparman Wonomulyo.**

**Nama :**

**Kelas :**

**The intruction to fill questionnaire**

1. Write down your name and your class in appropriate place  
(Tulislah nama dan kelasmu ditempat yang sesuai)
2. Read each statement carefully and then answer it honestly
3. (bacalah setiap pernyataan dengan seksama dan jawablah dengan jujur)
4. Choose the option of statement based on your opinion  
(Pilihlah setiap pernyataan berdsarkan pendapatmu)
5. This questionnaire is only for research porpuse  
(kusioner ini hanya untuk tujuan penelitian)

The option :

- |                           |                     |
|---------------------------|---------------------|
| 1. Strongly Disagree (SD) | sangat tidak setuju |
| 2. Disagree (D)           | tidak setuju        |
| 3. Neutral (N)            | ragu-ragu           |
| 4. Agree (A)              | setuju              |
| 5. Strongly Agree (SA)    | sangat setuju       |

No	Description	The Option				
		5	4	3	2	1
1	I enjoy learning English Very much (saya sangat menikmati belajar bahasa inggris)					
2	I Always practice English exercises outside of class. (saya selalu latihan bahasa inggris diluar kelas)					
3	I am motivated to improve my English skills (saya termotivasi mengembangkan keahlian-keahlian bahasa inggris saya)					
4	I set personal goals for my English learning Saya menetapkan tujuan pribadi untuk belajar					

	bahasa Inggris saya					
5	It is important for me to achieve high scores in English exams (Penting bagi saya untuk mendapatkan nilai yang tinggi pada ujian bahasa Inggris)					
6	I find English exercises interesting and engaging (Saya menemukan latihan bahasa Inggris menarik)					
7	I feel confident when doing English exercises. (Saya merasa percaya diri saat melakukan latihan bahasa Inggris)					
8	I prefer practicing English with a partner or in a group. (Saya lebih suka berlatih bahasa Inggris dengan pasangan atau dalam kelompok)					
9	I seek feedback from others to improve my English exercises (Saya mencari umpan balik dari orang lain untuk meningkatkan latihan bahasa Inggris saya)					
10	I regularly review my mistakes in English exercises to learn from them. (Saya secara teratur meninjau kesalahan-kesalahan saya dalam latihan bahasa Inggris untuk belajar dari mereka)					



Students' Questionnaire Answer of Students' Motivation in English Exercise Practicce

Nama	Kelas	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Siswa 1	XII-A	4	2	4	3	4	2	1	2	3	1
Siswa 2	XII-B	4	2	4	3	4	2	1	2	3	1
Siswa 3	XI-A	4	2	4	3	4	2	1	2	3	1
Siswa 4	XI-B	4	2	4	3	4	2	1	2	3	1
Siswa 5	X-A	4	2	4	3	4	3	2	2	3	1
Siswa 6	X-B	4	2	4	3	4	2	1	3	3	1
Siswa 7	XII-A	4	2	4	2	2	3	1	2	3	2
Siswa 8	XII-B	3	2	4	3	4	2	1	2	3	1
Siswa 9	XI-A	3	2	4	3	4	2	1	2	3	1
Siswa 10	XI-B	3	2	4	3	4	2	2	2	3	1
Siswa 11	X-A	3	2	4	3	4	2	1	2	3	1
Siswa 12	X-B	3	2	2	3	4	2	1	3	3	1
Siswa 13	XII-A	3	1	2	3	4	3	1	2	3	1
Siswa 14	XII-B	4	1	2	3	4	2	1	2	3	1
Siswa 15	XI-A	4	1	2	2	4	2	1	2	3	2
Siswa 16	XI-B	4	1	3	2	4	2	1	2	2	1
Siswa 17	X-A	4	1	3	2	4	3	1	2	2	1
Siswa 18	X-B	4	1	3	2	4	2	1	3	2	1

Siswa 19	XII-A	4	1	3	2	2	3	1	2	3	1
Siswa 20	XII-B	4	1	3	2	4	2	1	2	2	1
Siswa 21	XI-A	3	1	3	2	4	2	1	2	2	1
Siswa 22	XI-B	3	1	3	2	4	2	1	2	2	1
Siswa 23	X-A	3	1	3	3	4	2	1	2	3	1
Siswa 24	X-B	3	1	3	3	4	2	1	3	2	1
Siswa 25	XII-A	3	1	3	3	4	3	1	2	2	1
Siswa 26	XII-B	3	2	3	3	4	2	1	2	2	1
Siswa 27	XI-A	3	2	3	3	4	2	1	2	2	1
Siswa 28	XI-B	4	2	3	3	4	2	1	2	2	1
Siswa 29	X-A	4	2	2	3	2	3	2	2	2	1
Siswa 30	X-B	4	2	2	2	4	2	1	3	2	2
Siswa 31	XII-A	4	2	2	3	4	3	1	2	2	1
Siswa 32	XII-B	4	2	4	3	4	2	1	2	2	1
Siswa 33	XI-A	4	2	4	3	4	2	1	2	2	1
Siswa 34	XI-B	3	2	4	3	4	2	2	2	2	2
Siswa 35	X-A	3	2	4	3	3	2	1	2	3	1
Siswa 36	X-B	3	2	4	3	3	2	1	3	2	1
Siswa 37	XII-A	3	1	4	3	2	3	1	2	2	2
Siswa 38	XII-B	3	1	4	3	4	2	1	2	2	1
Siswa 39	XI-A	4	1	4	3	4	2	1	2	2	1
Siswa	XI-B	4	1	4	3	4	2	1	2	2	1



## Validity and Reliability Test Instrumen

### A. Validity Test

To know whether the data is valid or not, the researcher done validity test. Before the questionnaire (try out) shared to the students to know the empirics validity, the researcher done validity test using SPSS. The result of validity test presents in the following Pearson Correlation Analysis Results:

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question01	100.1250	8.215	.532	.693
Question02	100.7750	9.922	.000	.730
Question03	99.9500	8.972	.348	.713
Question04	99.7750	9.922	.000	.730
Question05	100.0500	9.228	.178	.729
Question06	100.1750	8.507	.404	.707
Question07	100.0250	8.487	.487	.699
Question08	99.7750	9.922	.000	.730
Question09	99.8750	9.446	.206	.724
Question10	100.1250	8.215	.532	.693

### B. Reliability Test

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.728	10

The reliability test was conducted to ensure the internal consistency of the instrument used, which means checking if the items in the questionnaire consistently measure the same construct. Reliability was measured using the Cronbach's Alpha coefficient, which in this study was 0.728 with a total of 10 items. A Cronbach's Alpha value of 0.728 indicates that the instrument used has good reliability. Generally, a Cronbach's Alpha value above 0.7 is considered acceptable, indicating that the items in the questionnaire have a reasonably good internal consistency.

With a Cronbach's Alpha value above 0.7, we can conclude that the items in the questionnaire consistently measure the construct of student motivation in doing English practice exercises. This means that the students' responses to the questionnaire items tend to be consistent with each other, indicating that this instrument is reliable for measuring student motivation. The total number of items used in the questionnaire is 10. The more reliable items an instrument has, the higher the likelihood that the instrument will have good internal consistency. In this case, the sufficient number of items contributes to an adequate Cronbach's Alpha value.

Overall, the instrument used in this study shows good reliability with a Cronbach's Alpha value of 0.728. This means that this questionnaire can be reliably used to measure student motivation in doing English practice exercises, with an adequate level of internal consistency. Therefore, this instrument can be confidently used in further research or practical applications related to measuring student motivation.









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**SURAT KETERANGAN**

Nomor: B-177/In.39/UPB.10/PP.00.9/07/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.  
NIP : 19731116 199803 2 007  
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa


Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Irmayanti  
Nim : 2020203879102003  
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 24 Juli 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 25 Juli 2024  
Kepala,

  
**Hj. Nurhamdah, M.Pd.**  
NIP 19731116 199803 2 007

**PAREPARE**



## Investigating Students' Motivation in Doing English Exercise Practice

Irmayanti<sup>1\*</sup>, Zulfah Fakhruddin<sup>2</sup>, Abdul Haris Sunubi<sup>3</sup>, Mujahidah<sup>4</sup>, Magdahalena Tjalla<sup>5</sup>

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Article Info	ABSTRACT
<p><b>Article history:</b></p> <p>Received xx xx, 20xx</p> <p>Revised xx xx, 20xx</p> <p>Accepted xx xx, 20xx</p>	<p>This research aims to describe the level of students' motivation in students' English exercise practice at SMKS Suparman Wonomulyo. The research applied descriptive quantitative design. Population of this research was 210 students. Random sampling was used in this research. The sample of this research 40 students representative each grade. In collecting the data questionnaire was used as instrument. The data was calculated by using Statistical Product and Service Solutions (SPSS) program to find out mean score and frequency. The result showed that the mean score at the level of students' motivation is 48. The result indicated the level of students' motivation in English exercise practice had average level. Therefore, the result suggested that identifying factors that cause students' motivation level to be average level and identifying some strategies that teachers can use to motivate students in English practice to effectively improve their English language skills.</p>
<p><b>Keywords:</b></p> <p>Students' motivation, English Skills, Exercise Practice</p>	
<p><b>Corresponding Author:</b></p> <p>Irmayanti</p> <p>Institute Agama Islam Negeri Parepare</p> <p>Email: <a href="mailto:irmayantiirma39@gmail.com">irmayantiirma39@gmail.com</a></p>	

### 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 way 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; It is 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 exercise practice. It can be seen when it comes evaluating the result of the students' English task. When the students are given an assignment or exercise 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 exercise practice in English, they will look for easy questions to answer done first. They do not have challenges to do English exercise or task, they even feel lazy and do not want to do assignments or exercise 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' proficiency 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 exercise practice, the researcher interested to examine the level of students' motivation in doing English exercise practice and to investigate the type of motivation the students have, at SMKS Suparman Wonomulyo. There are several researcher findings related about investigate students' motivation towards English

language. For instance, 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 representative each grade. In collecting the data questionnaire was used as instrument. The data was calculated by using SPSS to find out percentage and frequency.

## RESULTS AND DISCUSSION

### A. Result

The descriptive statistics for the survey results from 40 students at SMKS Suparman Wonomulyo provide a detailed overview of the students' responses for a specific variable. The sample size, denoted by is 40, indicating that data was collected from 40 students. The scores for this variable range from a minimum of 42.00 to a maximum of 56.00. The average score, or mean, is 48.0000, which suggests that the central tendency of the students' responses is centered around this value. The standard deviation is 3.17038, reflecting the amount of variation or dispersion from the mean. This standard deviation indicates that the students' scores are relatively close to the average score, with only moderate variability. These statistics offer valuable insights into the central tendency and variability of the students' responses, providing a foundational understanding for further analysis in the study.

Based on the data above, in motivation level of students the mean score is 48 indicates a moderate level of enthusiasm for engaging in English language exercises.

### B. Discussion

First, the problem of the research the students' motivation in doing English exercise practice, to answer the research question the researcher distributed questionnaires. The questionnaire was distributed to Students of SMKS Suparman Wonomulyo. There are forty students participated in filling out the questionnaire. Questionnaire consist of 10 questions and likert scale item to describe the level students' motivation and type motivation of students related English exercise practice.

The students' motivation among students at SMKS Suparman Wonomulyo, based on the findings result the mean score for the responses is 48. It shows of classification questionnaire category, the students' motivation in English exercise practice is average level of motivation. The findings of this study reveal a concerning level of motivation among students at SMKS Suparman Wonomulyo towards English exercise practice, as indicated by the average mean score of 48 on the motivation questionnaire. Based on observation and the result of questionnaire, researcher's highlight a number of problematic student's motivation related to English language learning. Students demonstrate a clear preference for easy tasks, avoiding challenges and displaying a general disinterest in completing assignments. Their fear of asking questions, even when struggling with the material, creates a barrier to effective learning and growth. Moreover, the lack of improvement despite receiving feedback and redoing assignments suggests a deeper issue with engagement and willingness to learn. These findings point to a complex interplay of factors contributing to students' low motivation. It is possible that students perceive English as a difficult subject, leading to feelings of inadequacy and avoidance. Additionally, the teaching methods or curriculum was not engaging or relevant to students' interests, resulting in a lack of intrinsic motivation. External factors such as parental expectations or peer pressure could also play a role in shaping students' attitudes towards English learning.

To address this issue effectively, a multi-faceted approach is necessary. This includes exploring innovative teaching methodologies to make English more engaging and accessible, providing ample opportunities for students to practice and receive constructive feedback, and creating a supportive classroom environment that encourages questions and risk-taking.



Furthermore, understanding the specific reasons behind students' fear of asking questions is crucial for developing strategies to build their confidence and create a positive learning atmosphere.

The research findings on students' motivation in English exercise practice align closely with the tenets of Self-Determination Theory (SDT) developed by Deci and Ryan (2017). The students' demonstrated lack of autonomy, competence, and relatedness provides a clear explanation for their low motivation. Lack of Autonomy: Students' preference for easy tasks and avoidance of challenges suggest a limited sense of control over their learning. The fear of making mistakes and asking questions further reinforces this lack of autonomy. Low Competence: Students' difficulties in understanding English and their subsequent avoidance behaviors indicate a low perception of competence in the subject. This is exacerbated by the lack of improvement despite feedback, suggesting a cycle of low self-efficacy.

Furthermore, Limited Relatedness: While not explicitly mentioned in the findings, it can be inferred that students feel a lack of connection to the English language or its relevance to their lives. This could contribute to a decreased sense of relatedness to the subject (Wentzel & Brophy, 2014). Maintaining students' 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. Dörnyei (2013) suggests that setting clear goals and providing opportunities for success can boost learner motivation.

## **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 of students the mean score is 48. The average motivation level among students indicates a moderate level of enthusiasm for engaging in English language exercises. The average motivation level suggests that while motivation is present, it is not a particularly strong driving force for the most of students in English exercise practice. A mean score implies a clear opportunity to enhance students' motivation to optimize their English language proficiency through exercises. Therefore, motivation levels can vary significantly among students, employing diverse strategies to cater to different motivational factors is crucial.

## **RECOMMENDATION**

For the English teacher, to effectively address the average motivation level among students for engaging in English language exercises, teachers must recognize the diverse motivational factors among students and implement a variety of strategies to cater to these individual differences. A deeper exploration into the factors hindering students' motivation to an average level is warranted. By identifying these specific obstacles, teachers can develop targeted interventions to boost student engagement and ultimately enhance English language learning outcomes. This requires a comprehensive understanding of students' perspectives, learning styles, and individual needs to create a motivating and effective learning environment.

For the further researcher, can discuss of students' motivation in doing English exercise 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 exercise practice.

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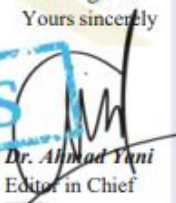
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It's my pleasure to inform you that, after the peer review, your paper **Investigating Students' Motivation in Doing English Exercise Practice** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 7 Issue 2 (April 2025)**.

Thank you for making the journal a vehicle for your research interests

With regards  
Yours sincerely  
**Dr. Ahmad Yani**  
Editor in Chief

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2. Investigating Students' Motivation in Doing English Exercise Practice