

**A STUDY ON THE SEVENTH GRADE STUDENTS' MOTIVATION IN
LEARNING ENGLISH AT SMP PGRI 1 KEDIRI ACADEMIC YEAR**

2025/2026

SKRIPSI

Submitted as a partial fulfillment of the requirements
for the Sarjana Degree in English Education
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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2026

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Kediri, July 14th, 2026

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1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism the work of others.
3. If someday it is proved or provable that this Skripsi as a result of plagiarism, I would be willing to bear all the legal consequences occur.

Kediri, July 14th, 2026

Tis'a Sinta Nabila
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MOTTO

**“ENJOY YOUR PROCESS, EVERYONE HAS THEIR OWN TIMELINE
FOR SUCCESS IN LIFE NOT EVERY JOURNEY NEEDS TO MOVE
QUICKLY, BECAUSE EVERY STEP HAS ITS OWN MEANING.
SUCCESS IS NOT ABOUT WHO REACHES THE DESTINATION FIRST,
BUT ABOUT WHO HAS THE PERSEVERANCE TO KEEP GOING
UNTIL THE END.**

DEDICATION

This thesis is lovingly dedicated to:

1. My beloved parents, for their endless love, prayers, support, and sacrifices.
2. Myself, for never giving up despite every challenge throughout this journey.
3. My beloved younger brothers, may this achievement remind you that with faith, hard work, and perseverance, every dream is possible.
4. Everyone who has supported, encouraged, and believed in me throughout my academic journey.

May this thesis become a small reminder that every process has its own time, and every sincere effort will eventually lead to success.

ABSTRACT

Tis'a Sinta Nabila. A Study on the Seventh-Grade Students' Motivation in Learning English at SMP PGRI 1 Kediri Academic Year 2025/2026, Skripsi, English Department, Teacher Training and Education Faculty, University Nusantara PGRI Kediri, 2026.

Keyword : English learning, Motivation, Seventh-grade students

Motivation is one of the important factors that influence students' success in learning English. Students with good motivation tend to participate actively in the learning process and achieve better learning outcomes. Motivation in language learning refers to the combination of effort, desire to achieve a goal, and positive toward learning the language. Therefore, this study aimed to identify the types of motivation possessed by the seventh-grade students and to investigate the factors influencing their motivation in learning English.

This study employed a descriptive qualitative approach supported by simple quantitative data. The participants of this study were 33 students of class 7B at SMP PGRI 1 Kediri. The data were collected through questionnaires using a four-point Likert scale and an interview with the English teacher. The questionnaire data were analyzed descriptively by calculating the mean scores, while the interview data were used to support the interpretation of the findings.

The findings revealed that the students possessed both intrinsic and extrinsic motivation in learning English. However, extrinsic motivation was found to be more dominant than intrinsic motivation. The questionnaire results indicated that teacher support, classroom atmosphere, praise, and learning activities were important external factor influencing students' motivation. Meanwhile, students' interest, self-confidence, and learning goals contributed to their intrinsic motivation. The interview findings also showed that limited vocabulary, transition from elementary school to junior high school, and the lack of English dictionaries were among the challenges affecting students' motivation in learning English.

Based on the result of the research, it can be concluded that intrinsic and extrinsic motivation play important roles in supporting students' English learning, although extrinsic motivation is more dominant. Therefore, teachers are expected to provide engaging learning activities and a supportive classroom environment to maintain and improve students' motivation in learning English.

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On this occasion, the researcher would like to express sincere gratitude and appreciation to:

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8. The researcher's beloved parents and family for their endless love, prayers, encouragement, and unconditional support.

9. All friends and everyone who have supported, encouraged, and helped the researcher throughout the completion of this Skripsi.

Finally, the researcher realizes that this Skripsi is still far from being perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this Skripsi. Hopefully, this Skripsi will be useful for the readers and future researchers, because every piece of knowledge, no matter how small, contributes to the endless journey of learning.

Kediri, July 14th 2026

TIS'A SINTA NABILA

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, the scope of the problem, research questions, purpose of the research, the significance of the research, and the definition of key terms.

A. Background of the Study

English is one of the essential subjects taught in schools, including at the junior high school level. In learning English, students are expected to master four basic language skills: listening, speaking, reading, and writing. To achieve success in mastering those skills, students need sufficient motivation, because motivation encourages them to participate actively in the learning process.

Learning English can be challenging for junior high school students, as they must master new vocabulary, grammar, pronunciation, and expressions. Through effective learning activities, students are expected to gradually develop their English language knowledge and skills actively. Through various English learning activities carried out by teachers, students will be able to improve their vocabulary, language comprehension, and communication skills. However, in reality, many students still experience difficulties in learning English. They often find it difficult to understand vocabulary, grammar, pronunciation, and classroom instructions. These difficulties may reduce their motivation to participate actively in English learning.

Based on the preliminary observation conducted by the researcher at SMP PGRI 1 Kediri, it was found that the motivation of seventh grade students in learning English is relatively low. Some students show less interest and enthusiasm during English lessons in the classroom. Many of them have difficulty understanding the meaning of English lessons because of their limited vocabulary and lack of confidence.

In addition, the transition from elementary school to junior high school also affects students' motivation to learn English. During this transition, students face more challenging learning materials and new learning environments, which may reduce their confidence and motivation to participate actively in English lessons. At the elementary school level, students are usually introduced only to simple words or short expressions. However, in junior high

school, they are required to understand longer texts and more complex sentences. This condition often makes students feel confused and less confident in learning English.

Another problem found during the observation is the lack of learning facilities such as English dictionaries in the classroom. Although the teacher has asked students to bring their own dictionaries, not all students have them. As a result, the learning process becomes slower because students need more time to understand unfamiliar English vocabulary during classroom activities.

Motivation plays an important role in helping students overcome these difficulties. According to Dornyei (2018), motivation is one of the key factors influencing success in learning a foreign language. Students who have high motivation tend to be more active, enthusiastic, and persistent in learning English. On the other hand, students with low motivation often show less participation in the learning process.

Based on the explanation above, it is important to examine students' motivation in learning English. As we know, motivation plays a crucial role in encouraging students to actively participate in the learning process and achieve better learning outcomes. Although many previous studies have discussed students' motivation in learning English, most of them were conducted in different educational settings or focused on different student characteristics. There is still limited research that specifically investigates the motivation of seventh-grade students at SMP PGRI 1 Kediri. This study is expected to provide a clearer description of students' intrinsic and extrinsic motivation in learning English at school.

Therefore, the researcher is interested in conducting a study entitled **“A Study on the Seventh-Grade Students’ Motivation in Learning English at SMP PGRI 1 Kediri Academic Year 2025/2026”**

B. Scope of the Problem

This research focuses on the motivation of seventh grade students at SMP PGRI 1 Kediri in learning English during the academic year 2025/2026. The scope of the research is limited to investigating the types of motivation and the factors influencing students' motivation in learning English. This study focuses on students' motivation in learning English in the classroom and does not cover other English skills such as speaking, listening, or writing. The data of this research are taken from one class of the seventh-grade students.

C. Research Questions

Based on the background and scope of the study, the research questions are:

1. What types of motivation are possessed by the seventh-grade students in learning English?
2. What factors influence the students' motivation in learning English?

D. Purpose of the Research

The purposes of this study are:

1. To identify the types of motivation possessed by seventh-grade students.
2. To find out the factors that influence students' motivation in learning English.

E. Significance of the Research

This research is expected to provide benefits as follows:

1. For Teachers: To give an overview of students' motivation in learning English so that teachers can design appropriate teaching strategies.
2. For Students: To help students realize the importance of motivation in improving their English learning.
3. For Future Researchers: To be a reference and consideration for conducting further studies in the same field.

F. Definition of Key terms

To avoid misinterpretation, the following key terms are defined:

1. **Motivation:** The internal and external drive that encourages students to learning English and participating actively in the learning process.
2. **Learning English:** Learning English refers to the process of acquiring English knowledge and skills through classroom learning activities.
3. **Seventh-Grade Students:** Students in the seventh grade at SMP PGRI 1 Kediri who are the subjects of this research.

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