

SOURCES OF MOTIVATION FOR LEARNING ENGLISH OF ENGLISH EDUCATION STUDENTS IN INDONESIA

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Abstract

Motivation is an important factor in achieving many basic goals in a student's academic life. This research aims to examine the sources of motivation to learn English of English education students in Indonesia. This is a survey study using a questionnaire adapted from the Attitude Motivation Test Battery (AMTB). As many as 31 respondents filled out the questionnaires, then the data were analyzed by descriptive quantitative method. Based on the findings of the research, most of the respondents have integrative as well as instrumental orientation. The data show that the most common motivation of the participants in learning English is social and cultural motivation or integrative orientation, because the respondent think that English is required make them more educated. The results suggest that teachers face the challenge of making design and implement learning methods that strengthen integrative motivation.

Keywords: Motivation; Learning English; AMTB

INTRODUCTION

One of the key factors to success in learning language is the motivation of learners. Learners who have the motivation for learning are marked by a change in their inner force, the impulse that arises from within them which turns into energy that makes them work or study, search for and solve problems. Motivated learners also create reactions that direct themselves to their goals. Student motivation to this day is believed to be the crucial learning element that determines success in learning. In line with chalak and kassain (2010) as cited in Nailufar (2018), results of studies on motivation in language learning suggest that the motivation for learning a foreign language is the prime mover that has led to success in learning the target language. In Indonesia students begin to be properly introduced to English at junior high school level according to the existing curriculum. Despite this fact, the proportion of active English user among Indonesians is 52.15% (EF Education First, 2020). This indicates the low motivation of Indonesian students to learn English, which leads to the question of what factors motivate Indonesian learners of English. Motivation is an interesting concept for second language educators and researchers due to its nature which presumably can be enhanced in the appropriate social context (Vibulphol, 2016). Motivation is an effort to create a particular situation in which one has a desire to do something that can be derived from an external or internal factor. Motivation is important in the learning process because it fosters an interest in learning. A motivated person will study more diligently than someone who is not motivated. Motivation is an important factor in determining second language learning success or failure because it influences the frequency with which learning strategies are used, willpower of learning, goal setting, and learning achievement. According to Nailufar (2018), one of the most important factors in students to success or fail is their motivation to succeed, because studying a second language or a foreign language requires a lot of time and effort. Then, Susandi and Khaerudin (2017) argued that changing students' attitudes toward teachers would improve

learning achievement by increasing students' motivation to learn. This is supported by Chalak and Kassain (2010) as cited in Nailufar (2018), who have stated that motivation is the most important factor in explaining a learner's success or failure in studying a target language. In addition, Purnama et al. (2019) agree that motivation is a crucial factor that determines students' success in learning English, and Dörnyei (1998) as cited in Anwar et al. (2020) has explained that motivation is a critical component of learning to achieve success. If students are unmotivated, they will lack the eagerness, emotion, and reason to concentrate on their studies. The motivation for learning a foreign language varies. Individuals can learn a foreign language because they have an interest in it, such as working in a foreign country where having expertise of the country's language is indispensable. It is also possible for a person to learn a foreign language in order to learn the culture of another nation. Another possible motivation is the desire of one to master a foreign language, especially international languages such as English, French, Mandarin, and so forth to make it easy to find a job (Santosa, 2018). Researchers classify these different types of motivation into intrinsic and extrinsic or integrative and instrumental motivation. According to Hayikaleng et al. (2016), intrinsic motivation in language learning refers to the desire to participate in an activity because it is enjoyable and interesting. A person may be motivated to learn because they enjoy the activity or because they want to feel better about themselves. The intrinsic motivation of the students here captivates them, and they study English because they have an internal desire to do so. Then extrinsic motivation is defined as a behavior that an individual engages in order to obtain a reward, such as good grades or a higher salary, or to avoid punishment. Students' external eagerness to learn English is encouraged here, such as looking for a job, taking exams, and so on.

According to Gardner (1985) as cited in Alijadeh (2016), integrative orientation is defined as "a willingness to be such a valued member of the language community" and refers to a positive attitude toward the target language group as well as the desire to interact with and even become similar to a valued member of society. Instrumental orientation, on the other hand, is an integrative orientation partner, referring to the potential pragmatic benefits of a target's language skills, such as getting a better job or a higher salary. In addition, Azar and Tanggaraju (2020) also stated that the instrumental factor learning a language for specific reasons, students always have their own reasons for learning a language for example, getting a good job, getting into the right college, or passing exams. Furthermore, Gardner (1985) as cited in Santosa (2018) stated that the purpose of learning a foreign language is partially linguistic and partially non-linguistic. Linguistic purposes emphasize the development of proficiency in an individual's language, particularly in reading, writing, listening, speaking, and understanding the foreign language. Meanwhile, non-linguistic goals emphasize such aspects as an understanding of other communities, and the desire to continue learning a language other than the mother tongue.

The measurement tools for the types of purpose were scarce, so Gardner (1985) as cited in Yusuf (2017) developed a measurement tool called the Attitude/Motivation Test Battery (AMTB). AMTB focuses on some affective components that influence learning a second or foreign language. AMTB assesses language learning into three categories namely classroom behavior, motivation and anxiety, motivational intensity, and teachers and curriculum. This instrument assesses the orientation that gives rise to a learner's motivation. This orientation can be related to academic or career interests (instrumental), as well as social and cultural ones (integrative) (Dörnyei & Ushioda, 2021).

METHOD

This study applied a quantitative approach to a survey by using an adaptation of the AMTB, the results of which were analyzed using descriptive statistics. The AMTB was used to measure what appeared to be the most effective factors of motivation. Data were collected from 31

English Education students in Indonesia. The questionnaire consisted of 30 questions, specifically on integrative orientation (seven questions), instrumental orientation (seven questions), behavior toward teachers (six questions), and behavior toward a subject/course (nine questions).

RESULTS AND DISCUSSION

Results

Based on data collected from the questionnaires, an analysis of the four main focuses in this study was made, with results described as follows:

1. **Socially or Culturally Oriented Motivation (Integrative Orientation)**

In the aspect of integrative motivation there are seven statements, all of which are positive statements. more than 90% of the respondents give positive responses to all the statements. More specifically, all respondents stated that they study English to make them more educated, to be fluent in English and to make them better in understand and appreciate English art and literature.

2. **Academic or Career Interest Motivation (Instrumental Orientation)**

In the aspect of instrumental motivation there are seven positive statement, more than 70% of the respondents give positive responses, but on average this percentage lower than that of integrative orientation. In more detail, all the respondents stated that they learn English to further their career and get a good job, while the least is 71% common respondents have orientation to communicate in English in everyday setting in real life like they feel they can give street direction in English.

3. **English Education Students' Responses to Teachers in Teaching**

The students responses to their English teacher are in general mixed, There are six statements consisting of three positive statements and three negative statements. All the positive statements received over 90% affirmative responses, but the results of the answers to the negative statements were varied. Only about 25% of respondents do not think that the English teacher is good, but more than half of them prefer to not meet their English teacher more and more than two-thirds believe that the way the English teacher presents the material is not interesting.

4. **English Education Students' Attitude Toward the Course**

The responses students attitude toward their English course is generally mixed. There are nine statements consisting of five negative statements and four positive statements. All the positive statements received over 60% affirmative responses. Nearly 75% say that they enjoy their English class activities, but more than half the students put off their homework and does not check it back when returned by the teacher.

Discussion

From the data that has been analyzed it can be discussed researchers found that students have integrative motivation and instrumental motivation but the data shows integrative motivation influence respondents more than instrumental motivation. This is supported by Chalak and kassaian (2010) was found in terms of integrative results similar to findings that revealed that these nonnative Iranian English speakers learned the language for both 'instrumental' and 'integrative' reasons, and their attitudes towards the target language community and its members were found to be a very positive response. The result was similar integrative motivation was higher influence Iranian students than instrumental motivation, and in Iranian students this is also supported by the influence of attitudes toward the target language community.

From the results of instrumental motivation data that has been analyzed, all respondents admitted that they learned English for a career and were looking for a job. This is in line with Azar and Tanggaraju (2020) that one of the the most main reasons for learning a second language or a foreign language may relate to the increased potential in the opportunity to obtain a well-paying job after graduation. On the other hand, graduates often face difficulties, since their inferior second language or foreign language proficiency prevents them from finding employment in multinational companies. In short, mastering a foreign language is one of the most essential skills required to get a good job after graduation. This study among learner in Malaysia revealed that the level motivation of the students had a high level of instrumental motivation for learning English, as opposed to integrative and intrinsic motivation. However, it is clear that all four types of motivation are highly motivated.

In this study, most respondents think that the English teacher is good, but most of them are not interested in the way the teacher presents the material. Research by Susandi and Khaerudin (2017) also used AMTB and had similar result, in that study the teacher is good but the student's learning outcomes are less satisfactory because the way the teacher delivers the material is not interesting. Teaching learning process is very limited in the delivery of the material and students only copy the information, thus students interaction are less occur so that students prefer not to meet the teacher and the findings also revealed in this study that the attitude of learners towards teachers only has modest learner motivation, so the behavior and style material presented by the teacher will not be a motivating factor for students such as to get a prestigious job.

The four orientation can be discussed the behavior toward course can be known that most of them do not related with the course, respondents enjoy learning activities in the classroom but are less enthusiastic about task. But in contrast to some studies such as Santosa (2018) said respondents also have behavior toward course, because they enjoy learning activities and have a desire to give feedback and want to give optimal attention to English classes, it means that some of the respondents admitted that they are quite enthusiastic about the task.

CONCLUSION

Based on the above explanation, it can be concluded that in general the respondents' motivation is most affected by integrative orientation but is least influenced by the course. In terms of integrative orientation, all respondents said that they are more into self-development such as to be more educated, and fluent in English, and make them better understand and appreciate English art and literature. As for instrumental or career-related orientation, all have the motivation to develop themselves in English language skills for their careers. In terms of students responses of toward teacher is generally mixed, the role of teachers greatly affects students' motivation to learning but it can be seen respondents feel that English teachers are not good and more than half they prefer not to meet their English teachers because the way teachers presents material is not interesting. And for responses toward course is they feel enjoy while studying but they are less enthusiastic about the task. However, these results cannot be generalized due to the lack of respondents and thus exclusively apply to the respondents of this research.

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