

Analysis of Students' Motivation in Learning English at STISNU Aceh

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ABSTRACT

The problems of the research concerned with the university students' motivation in learning English. The study would like to find out the kinds of motivations they have and which kinds of motivation dominate them; integrative or instrumental motivation. The respondents of this study were sixty students of university student at Stisnu and nearby who enrolled in English Education Study Program in academic year 2018-2019. This study used quantitative as well as descriptive method and is designed to find out some information from actual condition. Then, a set of questions or questionnaire was used to collect the data and then analyzed and computed the answers of the respondents to find out the value and mean value of each kind of motivation. Based on the result of the study, the researcher found that most of the students have little motivation in learning English. They tend to have instrumental motivation. They have enough self-confidence in understanding oral communication, reading, writing, and speaking but the aspect of culture is less exposed in English language learning. The teachers of English should use the students' own motives for joining the course, encourage students to be active in the class by giving chance to suggest or giving opinion to solve problems in an experiment activity for instance, ask the students what type of teaching and learning which motivate them most and what kinds of classes which are not motivated them, encourage students to focus on their improvement not only grade or examination. The students can do self-assessment of their own work and find out their strength and weaknesses, encourage the students to work cooperatively in groups without pressure, give feedback without judging their mistakes and errors. Then, give reward which can establish their self-confidence and competence later.

Keyword: Student motivation, Instrumental motivation , Self confident

A. Introduction

In terms of learning, someone will succeed in learning if he or she has a will to learn. The will or drive to learn in this case is called motivation. The motivation to learn itself is a non-intellectual factor. It has the specific role to raise eagerness, willingness, and gladness in learning. Motivation constructs two aspects: to know what will be learned and to comprehend why it is important to be learned. As a matter of fact learning a foreign language is challenging task and teaching a foreign language can be just as daunting. Thus, we should constantly look for new and creative ways to motivate our students.

In English learning motivation is recognized in two types. They are integrative motivation and instrumental motivation. If someone is learning English through a wish to learn more about a culture, its language and people and to integrate more within the target-language society, he or she is integratively motivated. While instrumental motivation refers to learning involvement in order to achieve some others aims such as being able to speak English in order to get a better job.

Motivation is also one of the factors that influence learning. Teachers can affect student motivation in ways that either facilitate or impede learning. If our students feel better about themselves, they will achieve greater results as learners. Additionally, the philosophy said, the more inclined students are to share their feelings, interests, values, hopes, and dreams, the stronger and more self-confident they will be. It implies to foreign language teachers that our students would have the confidence to speak more in the target language and move closer to full linguistic competence.

Based on my previous study on students' attitude toward English learning at Stisnu Aceh, it was shown that most of the freshman have difficult experience and fear when they learned English in senior high schools. The most fear was that the incorrect pronunciation they made because of the difference of pronunciation system that is influenced by their mother tongue. The way of the teaching of the teachers, fear of having examination, being afraid of making grammatical mistakes, and being pessimist are other sources of the fear in learning English.

Based on the explanation above we can conclude that every students should have self-confidence and motivation since they are expected to continue to higher level of education as one of the goals of national education. Thus, the senior high school students are prepared to

be in university and develop science and technology. Most of books, references, and other sources especially the use of internet are available in English.

This research would be done in order to find out the kinds of motivation which drive students significantly to learn English and the kind of motivation is dominant. Hopefully this study will reveal some information on the senior high school students' motivation type which later can give the development of the language program which accommodates the students' need and goals.

B. The Problems of the Study

The research questions concerning to this study is stated as follows:

1. What are the motivation types of the senior high school students?
2. Which motivation type is dominant among the senior high school students?

C. The Objective of the Study

Based on the problems above this research has the following objectives:

1. to show the motivation type of the senior high school students.
2. to find out the dominant motivation type of the senior high school students.

D. Theoretical Framework

It is globally agreed that motivation always helps, especially when someone learns something difficult and sophisticated. Learners who are successful in learning a second or foreign language, for example, would always highly motivated to learn the language and they are willing to solve difficulties they meet in the learning process.

On the other hand motivation is defined specifically by four aspects of motivation. They are in the following:

1. A goal
2. Effortful behavior to reach the goal
3. A desire to attain the goal, and
4. Positive attitudes towards the goal.

However, he stated that a goal is not importantly a measurable component of motivation but it is a stimulus classifying reasons for second or foreign language study which he called orientations.

There are at least three different points of view among various definitions of motivation. Here is the following explanation of them.

1. Behavioristic perspective

Motivation is just a matter of fact terms and simply the anticipation of reward. It is external factor for reinforcing the act in order to obtain the reward.

2. Cognitive terms

Motivation emphasizes on the individual's decisions, i.e. the choices people make as to what experiences or goals (exploration, manipulation, activity, stimulation, knowledge, ego enhancement) they will approach or avoid, and the degree of effort will exert in that respect.

3. A constructive point of view of motivation places the emphasis on social context as well as individual personal choices. Each person is motivated different and will act on his or her environment accordingly.

The needs concepts of motivation somewhat belongs to three schools of thought: the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in social context. When a learner is motivated to learn English, he is motivated because he or she achieves the value (reward) of learning English. He encounters the needs of exploration, stimulation, knowledge, self-esteem, and autonomy. Then, he or she will vary the ways and value English skills in social context.

On the other hand, other students might be unmotivated to learn for a foreign language, for instance, English because they fail to see the rewards, connect the learning only to needs such as, fulfilling a requirement, and find that there is no possibility of social context in which the skill is beneficial.

Furthermore, motivation is examined as a factor of number of different kinds of attitudes. Two different clusters of attitude divide two main types of motivation which are called 'instrumental' and 'integrative' motivation.⁹ The first refers to acquiring a language as

a means of attaining instrumental goals such as, developing a career, reading technical material, translation, and so on. The latter describes learners who want to integrate themselves into the culture of the second or foreign language group and get involve in social interaction in that group. In addition, since instrumental motivation is the reflection of the external need, the learners are not learning a language because they want to but rather they need to. On the other hand, the integrative motivation is internally produced want, a desire on the part of the learners to be members of the speech community that used particular language.

Motivation is defined by Gardner as the learner's orientation regard to the goal of learning a second language. Motivation is divided into two basic types: integrative and instrumental. Integrative motivation is characterized by the learner's positive attitudes towards the target language group and desire to integrate into the target language community. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, so that referring to a more functional reason for language learning. He used his Socio-Educational Model as the basis for his research to investigate motivation as an influencing factor in L2 acquisition which try to relate four features of second language acquisition: the social and cultural milieu, individual learner differences, the setting or context in which learning take lace and linguistic outcomes.

Then, linguistic outcomes refer to actual language knowledge and language skills. Non-linguistic outcomes are the reflection of an individual's attitude concerning cultural values and beliefs usually towards the target language community.

Furthermore, individuals who are motivated to integrate both linguistic and non-linguistic output of the learning experience will obtain a higher degree of L2 proficiency and more desirable attitudes. Motivation is comprehended to be composed of three elements which include effort, desire, and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect illustrates the learner's emotional reactions with regard to language study.

Integrative motivation is defined as the learner's orientation with regard to the aims of learning a second or foreign language, that students who are successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. Moreover, integrative motivation is the main component in helping the learner to

develop some level of proficiency in the language when someone becomes a resident in a new community that uses the target language in its social interactions. In relation to English teaching and learning Benson proposed a more suitable approach to the concept of integrative motivation in the EFL context would be the thought that represents the desire of the individual to become bilingual and at the same time becoming bicultural.

Instrumental motivation in contrast to integrative motivation is the form of motivation referred to as instrumental motivation. Hudson said that, it is characterized by the desire to obtain something practical or concrete from study of a second language. With instrumental motivation the purpose of language acquisition is more utilitarian, such as meeting the requirements for the school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. While both integrative and instrumental motivation is important elements of success, it is integrative motivation which has been found to keep on long-term success when learning a second language or foreign language.

Studies on motivation have shown that students performing better proficiency are those who are integratively motivated. Dornyei's study informs that the level of the students' proficiency may result in different kinds of motivation. Instrumentally motivated students are those coming from the level of proficiency that is lower than intermediate; whereas those are more integratively motivated show their higher level of proficiency. Moreover, a study conducted by Greer shows that when the textbooks and the teaching techniques used in class provide more opportunities for conversation practice, more than half of the students he surveyed show good integrative motivation.

Language teachers are often aware of their students' language proficiency accordance with their career in the future. However, many language learners think that studying a language, for example English is only a requirement for academic degree. Although many people might believe that cognitive abilities plays important roles in language learners' success, research in second language acquisition gives different facts. A number of studies in many parts of the world have found that motivation is consistently strong indicator of successful language learning.

Moreover, language learning needs a long-term commitment and only motivated individuals would like to spend such a long time to language learning. Having a specific goal in language learning can help students focus their deeds and maintain their motivation.

By doing this study, it is expected that motivation type and differences among students can be identified and classified. Hopefully the result of this study can be advantageous information for teachers teaching English at the schools and the society including colleges where they might go on their study to adjust their teaching materials and techniques to meet the students' need and motivation type so that the process of teaching and learning English would be greatly beneficial.

E. Research Methodology

This study would be conducted by using quantitative as well as descriptive method and is designed to find out some information from actual condition. It would be directed to determine the nature of a current situation in time the research is done.

The population of this research was the university students who enrolled and registered in English Program at Stisnu Aceh. The sample would be taken randomly, that is each class of different majors and the respondents would be taken randomly excluding the sexes. The total numbers of the respondents would be approximately sixty students.

The data was taken by giving questionnaire. Park states that self-report questionnaires can provide information from a large population and the information can be compared and interpreted objectively through statistical data analysis. Moreover, such techniques of data collection are easy and quick for administration, cost-effectiveness, and non-threatening for the participants. The motivation questionnaire was written in Indonesian in order to be comprehended by the participants. The questionnaire would be asked the participants' general information and English learning experience. Then, the questionnaire of motivation which Liu adopted from questionnaire of Gardner and Clement contains thirty items. Items 1-14 are integrative motivation and item 15-30 are instrumental motivation. The score of students' motivation would be analyzed based on Liu²⁵. The following are the explanation of the score.

Motivation	Total Score	Interpretation
Integrative	>56	The respondent is strongly integratively motivated to learn English
	42-56	The respondent has moderate integrative orientation
	< 42	The respondent has no/little integrative orientation
Instrumental	>64	The respondent is strongly instrumentally motivated
	48-64	The respondent has moderate instrumental motivation
	<48	The respondent has no/little instrumental motivation
Integrative And Instrumental	>120	The respondent is strongly motivated
	90-120	The respondent has moderate motivation
	<90	The respondent has no/little motivation

The data would be analyzed by using statistical analysis, descriptive measure including means and standard deviation of the variable to answer the research questions. Statistical Package for Social Science version 16 would be used to compute the answers of the respondents. Then, the result would analyzed and categorized in terms of the kinds of motivation; integrative and instrumental motivation. As supporting data, the researcher would also find out the respondents' general assumption of their English skills; reading, listening, writing, and speaking or oral communication comprehension.

F. Research Finding

Based on the problems of this research, the result of the questionnaire were divided into two, the general information of the students and the statement of each students. This questionnaire has thirty closed statements concerned with their experience, hope, aims and etc in learning English.

The result of the questionnaire concerned with the sample general information showed that they came from different majors at school for instances, science, social science, office administration, computer, hotel accommodation, and travelling. The entire sample has never been in English speaking country. Moreover, all of their parents never speak English. There were only six out of sixty students speaking English outside the class for example with their brothers and sisters, with their classmates, with their instructors, and their seniors at school.

Based on the result of questionnaire, the mean value of integrative was 25 it means that they were has little integrative motivation. While, the mean value was 37 it indicated that they had little instrumental motivation. And the total mean of the questionnaire was 81. It can be said that the students had little motivation. The frequency of the answers of the questionnaire is as follows:

Studying English can be important for me because I would like to meet foreigners with whom I can speak English. There were thirty five students or 58.3% answered very agree and there were twenty five students or 41.7% agreed to this item.

Studying English can be important for me because it will enable me to better understand and appreciate English art and literature. There were twenty five students or 41.7% who chose very agree and twenty eight students (46.7%) answered agree and seven students were neutral (11.7%).

Studying English can be important for me because I will be able to participate more freely in the activities of English groups. There were twenty seven (45%) chose very agree and 46.7% agreed. Two students (3.3%) were neutral and three (5%) disagreed.

It is important for me to know English in order to know the life of the English-speaking nations. There were fifteen students (25%) who agreed to this statement and thirty three agreed (55%). Seven were doubtful (11.7%) and the rest five students (8.3% disagreed.

There were ten students who are very interested in knowing British culture. Most of them (54%) agreed that they were interested in knowing British culture. Then, nineteen of them were doubtful (31.7%) and seven (11.7%) disagreed and one very disagreed (1.7%).

Studying English is important to me so that I can understand English pop music. There were twenty two students (36.7%) thought that studying English is important for them in order to understand pop music. However, most of them agreed that they thought English is very important to understand pop music (it was about thirty one students or 51.7%). There were only two students (3.3%) who were doubtful and five persons disagreed to this statement (8.3%).

I like American people because they are so independent. Most of the students (41.7%) were doubtful whether they like American people in case of their independence. They did not agree (23.3%) if they like American because of their independent life. Only four (4%) very

agreed to this opinion and there were seventeen (28.3%) agreed to the independent life of American.

The more I learn about British, the more I like them. Most of the samples (40%) were doubtful about their feeling in learning British. 26.7% very agree to this statement but 25% disagreed. Only 3.3% of the students disagreed. And 5% agreed.

Studying English is important to me because it will enable me to get know various cultures and people. 18 31 6 5 most of them (51.7%) agreed that studying English is important to them because it would enable them to get know various cultures and people.

Studying English is important to me so that I can keep in touch with foreign friends and acquaintances. It's 48.3% agreed to this statement. It was seen that they tended to agree that studying English is important to them in order to keep in touch with their foreign friends and acquaintances.

I would like to know more about American people. It's 36.7% of the respondents agreed to this statement. Most of them agreed that they would like to know more about American people.

I am interested in knowing American culture. There were twenty three students or 38.3% agreed they were interested in knowing American culture. It could be concluded that there was more than ninety percent agreed to this statement.

I like British people because they are so independent. It's fifty percent of the respondents was mostly doubtful whether they like British because of their independent life or not.

I would like to know more British people. Most of the respondents agreed to know more British people more. It could be seen more than ninety percent agreed and only 1.7% disagreed to this statement.

Studying English can be important to me because it will make me a more knowledgeable person. Most of the students were agreed that studying English to make them more knowledgeable. The percentage was 53.3% .

Studying English can be important to me because I may need it later (e.g., for job, study). They agreed to the statement that studying English could be important to them and

they might need it later in their life for job, study, etc. Forty six respondents or 76.7% agreed to this statement.

Studying English can be important to me because other people will respect me more if I have knowledge of foreign language. Based on the respond it can be seen that they agreed but were not sure whether other people would respect them more if they study English and have knowledge of foreign language. Forty percent of the respondents very agree, 36.7% agreed, 18.3% doubtful, and 5.0% disagreed.

Studying English can be important to me because I will be able to search for information and materials in English on internet. They mostly agreed that studying English could be important to search for information and materials in English on internet. It could be seen there was 53.3% agreed to this statement.

Studying English can be important to me because I will learn more about what's happening in the world. Most of them agreed that they would learn more about what's happening in the world if they study English. It's 46.7% agreed to this statement.

Studying English can be important to me because language learning often gives me a feeling of success. Most of them very agreed that studying English is important language learning often gives them a feeling of success. There were thirty two respondents or 70.0% agreed and very agreed to the statement.

Studying English can be important to me because it provides an interesting intellectual activity. There were thirty four respondents or 56.7% agreed that studying English could be very important because it provides interesting intellectual activity

Studying English can be important to me because it offers a new challenge in my life which has otherwise become a bit monotonous. It's 56.7% or thirty four of the respondents stated English could offer a new challenge in their lives.

Studying English can be important to me because an educated person is supposed to be able to speak English. There were thirty two respondents or 53.3% agreed to the statement that educated person should be able to communicate in English.

Studying English can be important to me because I can understand English speaking films, videos, TV or radio. It's about 48.3% of the respondents agreed that English could be important to comprehend English speaking films, videos, TV or radio.

Studying English can be important to me because without it one cannot be successful in any field. The percentage of the response was varied for this statement. Twenty one respondents or 35.0% disagreed that they could not be successful in any field if they did not study English. However, it's 51.3% stated they agreed and very agreed to the statement.

Studying English can be important to me because it will enable me to get know new people from different part of the world. Most of the respondents or 53.3% agreed that they would enable to get in touch with new people from different countries by learning English.

Studying English can be important to me so that I can read English books. Mostly the respondents or 60.0% agreed that studying English is necessary so that they could be capable in reading English books.

In terms of the ability in understanding English speaking, there were thirty seven students who felt that they have enough ability in it. Then, there were eighteen students felt that they had good ability and five students thought they had less capability. In the ability of speaking English, there were twenty students felt that they had enough ability. Most of them, it was about thirty six students thought that they had good ability in speaking and only four of them had less ability in it.

In terms of reading ability, it was found that most of the students had enough capability in reading and it was shown those twelve students for each category of good and less ability in reading. It was shown that most of them felt that they had enough capability in understanding people's speaking. They also had enough capability in speaking and reading.

Interpretation

People may have many kinds of different reasons for studying a foreign language for instance English. Sometimes they study English for practical reasons while others have a special aims for the particular language, people, and culture. Since the work of Gardner and Lambert in 1972²⁶, language teachers and researchers have proposed the importance of motivation in language learning. They differentiated the two types of language learning motivation. They are instrumental and integrative motivation.

Based on the findings above most of the respondents have already had understanding that studying English is important for them in order to communicate with foreigners, read English resources such as books, magazines, newspaper etc and get understanding of them,

appreciate English art and literature. Moreover, they would like to have knowledge of English to know and participate in the activities of English groups, know the life of the English speaking countries, and understand English pop music as young people usually like.

However, not all of them know British culture and American culture since they are seldom exposed to these two majors of English. Culture is sometimes neglected by the teachers of English at schools. The teachers just teach the linguistics aspects, for example grammar and vocabulary isolated. The other factors might be the teachers' skills concerning their educational background, lack of effort, and resources. The students at senior high school are less of English exposure because they often speak in local language or in Bahasa in English class.

The result of the questionnaire showed that the respondents have little motivation in learning English. They tend to have instrumental motivation for some practical reasons such as getting salary or getting into college, passing a language requirement, getting a monetary reward such as an increase pay level for language competence or having chance to get into medical school. In this study, the respondents just want to fulfill a school or college language requirement. On the other hands, integratively motivated students want to learn English in order to understand better and get to know the people or speaker of English. In other words, they still have reluctance to get to know English more in order to connect with its persons or culture. And integrative motivation has proven to be the most important factor in successful language learning.

CONCLUSION

Based on the result of the study the researcher could conclude that the respondents of the study in this case the university students who enrolled in English Education Program at at Stisnu Aceh in academic year 2018-2019 have little or less motivation in studying English in general. However, they actually tend to have the two kinds of motivation; instrumental motivation and integrative motivation.

The findings of the study also indicated that the respondents can be categorized in having instrumental motivation. They regarded English as compulsory subject and just fulfilled for the need of examination passing level. They were lack of integrative motivation. As a matter of fact, they have not realized that English is important for them in the future for

instances making them more knowledgeable, getting good jobs, searching for information, knowing new people from different countries, and being successful in any field.

Suggestions

Some suggestions are proposed for the teachers of English concerning some things that can be practiced and implemented to motivate students in learning English. The suggestions are as follow

1. Use the students' own motives for joining the course. Some students might come to the class with the need of completing a particular task or activity, seeking for new experiences, mastering English skills, mastering English, being successful and doing well, involving and interacting with other people and so on. We can create questions to have these needs in class-activities.
2. Encourage students to be active in the class by giving chance to suggest or giving opinion to solve problems in an experiment activity for instance.
3. Ask the students what type of teaching and learning which motivate them most and what kinds of classes which are not motivated them. It can be done in a survey to find the students' curiosity and interest.
4. Encourage students to focus on their improvement not only grade or examination. The students can do self-assessment of their own work and find out their strength and weaknesses.

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