
A STUDY ON STUDENTS' MOTIVATION IN LEARNING ENGLISH AS ENGLISH FOREIGN LANGUAGE (EFL) AT STIKES CENDEKIA UTAMA KUDUS

Arina Hafadhotul Husna¹, Rahayu Tri Murtini²

STIKES Cendekia Utama Kudus

arinahafadhotulhusna@gmail.com¹

Abstract

English is studied as a second language and it has crucial role in every aspect, especially in educational aspect. In the millennial era, students not only use English in their real communication, but they also use it to communicate on several application or websites. English need to be learnt by the students at the university level because it will become important skill in their future. This descriptive qualitative study conducted to find the students' motivation in learning English; either intrinsic or extrinsic motivation. The population of this study was all of the students who take an English Subject on even semester in the academic years 2018/2019 with 139 students as the sample. The instrument used in this study is 5 point Likert Scale that was adapted from Likert Scale format of Gardner's Attitude / Motivation Test Battery (AMTB). The questions used in the questionnaire were also adapted from Gardner's Attitude / Motivation Test Battery (AMTB). Based on the result, extrinsic motivational level is higher than intrinsic motivational level, however, both of those score are in high level. This result showed that students have good motivation, both in Intrinsic and Extrinsic motivation, in learning English. It will be useful for the lecturer to make learning English better on their future.

Keywords: *Intrinsic Motivation, Extrinsic motivation, EFL, AMTB*

INTRODUCTION

English is the biggest language in the world, which is known as international language. It is learned by millions people either as mother language or second language. In Indonesia, English is studied as a second language and it has crucial role in every aspect, especially in educational aspect. In the millennial era, students not only use English in their real communication, but they also use it to communicate on several application or website. While, in their teaching and

learning process, sometimes, students also need to read and understand about international journal in order to increase their knowledge and their references. Then, English proficiency is seen as a necessity because workforces are becoming more international. Based on those reasons, English need to be learnt by the students at the university level because it will be important skill for their future.

There are some factors that are influence teaching learning process, one of them is motivation. According to Christiana (2009) Motivation is an essential factor that plays a major role in achieving many fundamental goals in a students' academic life. In learning language, the most significant factor which is influencing the students' success or failure is students' motivation (McDonough, 1983). In second language learning, motivation is extremely important and it is certainly crucial to understand what the students' motivations are (Oxford and Shearin, 1994). It can be concluded that motivation cannot be separated in learning English, because students' success or failure depends on the students' motivation level. When students are motivated in learning English, although they feel it is hard or difficult to learn, they will try to understand it well. On the other side, when the students are not motivated, although they feel it is difficult they will do nothing in learning the subject and it will influence their success. It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success (Harmer, 2001). Intrinsic motivation is type of motivation that comes from the inside of the students. The students enjoy to Learning English because their own pleasure and their own desire in order to achieve their goal. While extrinsic motivation is type of motivation that comes from the outside of students or influence by others, it is like parents, friends or society. Both of them are important to stimulate the more motivating learning atmosphere and it will affect students' attitude and achievement.

STIKES Cendekia Utama Kudus is required to build the skillful students not only in nursing and health aspects, but also in general aspects that will improve the students' academic quality, intellectuality, and professionalism for future human resources. To realize it, all students must take general compulsory subjects like Religion, English and entrepreneurship. However, in English subject, students tend to have low competence in English language. It is shown from their English

result. In their speaking they tend to be passive and hesitant when they practice it. Most of students in this college are not really interested in learning English, because they think that English is not their major subject, but in their reality after they graduated from their college they need English to support their career or their further education. Based on this reality, this study attempts to know the students' motivation in learning English at STIKES Cendekia Utama Kudus.

LITERATURE REVIEW

Motivation

Motivation refers to a proces that stars with a need, and leads to a behavior that moves an individual towards achieving goal (Melendy, 2008). It is one of the key factors that influence the rate and success of second language learning that has been widely accepted by lecturers (Dornyei, 1998). Motivation provides the primary impetus to initiate learning the second language. When students are motivated in learning English, he/she will make their best effort to achieve it. In contrast, if they are not motivated in learning English, he/she will not pay attention in the process of learning. Parsons, Hinson and Brown (2001) stated that important component or factor in the learning process is "Motivation". In order to achieve something, learning and motivation have the same importance. Learning provides students to gain new knowledge and skills while motivation encourages the students to go through the learning process.

Brown (2007) explains the motivation is as the internal drive which pushes someone to do things in order to achieve something. It is a mental encouragement that moves and leads human behavior (Dimyati and Mudjiono, 1994). We will try to reach our goal if we think that it is worth doing and attractive in our life. Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit (Brown, 2007). It can be concluded that motivation is part of person's feeling that will pursue him/her to achieve their certain goals in their life. Motivation is very important because when they want to achieve it, they will make strong effort to make it happened.

Types of motivation

According to Harmer (1991), Based on the goals and goal setting, motivation in second language learning are categorized into two types, those are;

a. Long term goals

It may include the mastery of English, past an examination (at the end of the year), the possibility of a better job in the future, etc.

b. Short term goals

It refers to learning of a small amount of new language, the ability to partake in a discussion, etc. it is much closer to the students' day to day reality.

From cognitive viewpoint, there are two kinds of motivation; extrinsic and ***intrinsic*** motivation, that is motivation which comes from outside and inside of the students.

a. Extrinsic Motivation

According to Harmer (2001) extrinsic motivation is the result of any number of outside factors, such as the need to pass an exam, the hope of financial reward or the possibility of future travel. Besides, Dornyei (2001) point out Extrinsic Motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment. It is like an employee who studies English because he / she will work foreign and if it were not for that sake, he/ she would not study it.

b. Intrinsic Motivation

Intrinsic motivation is about an action that is done for its own sake to experience satisfaction (Dornyei, 2001). It would be learning English because the student interested in it and nobody has asked him or her to do so. It comes from within the individual; they might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better (Brown, 2007). It can be conclude that intrinsic motivation is desire comes from within individual to make an effort to achieve their goal. When they have it, they will show their good attitude in the classroom; they will enjoy and like the learning process.

Factors That Affect Motivation

Harmer (1991) points out there are four factors that will affect students' motivation, those are as follow;

a. Physical condition

It is related to atmosphere in the classroom. Imagine if students have to study in unpleasant classroom situation like overcrowded students, bad lighting or broken air conditioner, it will lower the students' motivation even lose their motivation in learning.

b. Method of teaching

It refers to method taught by the lecturer, the way the lecturer taught affect the students' motivation in their learning. When the students feel bored on the teacher's method their motivation will be lost or gradually decreased. If the students lose confidence in the method, they will become demotivated (Harmer, 1991).

c. The lecturer

The lecturer is the most powerful variable of motivation and demotivation. It is become an important part in demotivating students.

d. Success

It refers to appropriate challenge level created by lecturer. If the challenge in their work or activity is too difficult even too easy, it can lead students to a demotivated situation in their learning process.

RESEARCH METHODOLOGY

Research Design

The research design of this study is descriptive qualitative. It is conducted to find the students' motivation in learning English; either student used intrinsic or extrinsic motivation. The data is collected by using survey method. In survey research, investigators ask questions related to people beliefs, opinions, characteristics, and behavior (Ary et al, 1985). It is useful for a researcher in collecting data on the phenomena that cannot be

observed directly. The type of this research survey is cross sectional. It is used to gather information on a single time.

Population and Sample

This study was conducted at STIKES Cendekia Utama Kudus. The population of this study was all of the students who take an English Subject on even semester in the academic years 2018/2019. Random sampling was used in this study to take 139 samples from 256 populations.

Instrument

The instrument used in this study is a 5 point Likert Scale that was adapted from Likert Scale format of Gardner's Attitude / Motivation Test Battery (AMTB), the ranged from strongly agree to strongly disagree (Gardner, 2004). The questions used in the questionnaire were also adapted from Gardner's Attitude / Motivation Test Battery (AMTB) to gather information about intrinsic and extrinsic students' motivation. There are fourteen questions, the questionnaire consisting of two main parts; intrinsic motivation (question 1-8) and extrinsic motivation (question 9-14). The questions are presented below;

Table 1. Intrinsic Motivation Question

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I learn English in order to improve my English skills					
2.	I feel confident when asked to speak in my English Class					
3.	I really enjoy learning English					
4.	English is very important part of the school program					
5.	My English lecturer is a great source of inspiration to me					
6.	I like my English class so much; I look forward to learning more English in the future.					

7.	My English class is really waste of time					
8.	To be honest, I really have little interest in my English class.					

Table 2. Extrinsic Motivation Question

No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9.	Learning English is useful in getting a good job					
10.	I study English because I want to do well in my examination					
11.	My parents encourage me to practice my English as much as possible					
12.	Learning English is important because it will allow me to meet and converse with more and varied people					
13.	Learning English is important because I will need it for my career.					
14.	My parents try to help me to learn English					

The students were asked to answer the question by choosing the categories, and the score is describing based on the table below;

Table 3. Likert Scale Rating

OPTION	SCORE	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

Data Analysis

The data obtained from the questionnaires were analyzed by calculating the mean in each question. Likert scale's five points were used to measure types and level of subjects' learning motivation. The scale was used in the questionnaire to specify agreement or disagreement level based on the following criteria;

Table 4. Standard of Mean

Main Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of Motivation

FINDING AND DISCUSSION

Finding

This study tried to find out the students' motivation in learning English at STIKES Cendekia Utama Kudus either intrinsic or extrinsic motivation.

a. Intrinsic Motivation

The results about intrinsic motivation shown from eight statements, mean and their corresponding motivation level below.

Table 9. Intrinsic Motivation Results

No	Statements	Mean	Motivational Rating's Level
1.	I learn English in order to improve my English skills	4.61	High
2.	I feel confident when asked to speak in my English Class	3.45	Moderate
3.	I really enjoy learning English	4.12	High
4.	English is very important part of	4.33	High

	the school program		
5.	My English lecturer is a great source of inspiration to me	4.19	High
6.	I like my English class so much; I look forward to learning more English in the future.	4.18	High
7.	My English class is really waste of time	4.12	High
8.	To be honest, I really have little interest in my English class.	3.29	Moderate
TOTAL		4.04	High

From the table, the questionnaire results about Students' intrinsic motivation shows that the totals mean in rating of motivational level for intrinsic motivation is high. The total score is 4.08. Furthermore, most of the statements for intrinsic motivation also got high rating level, although there are 2 statements which got moderate rating level. In the **1st statement** (*I learn English in order to improve my English skills*) had the average mean score 4.61. It proves that students had high motivation in learning English in order to improve their English skills. **2nd statements** (*I feel confident when asked to speak in my English Class*) had the moderate rating with the average mean score 3.45, it shown that the students not really feel confidence in their speaking. As said before, the students are motivated in improving their English skills and speaking is one of the English skills so that the students had to try to speak in their class as well as they can. It proves from the **3rd statements** (*I really enjoy learning English*), although they not really confident in their speaking, they still enjoy in learning English. The average mean score of third statements is 4.12; it is high in motivational rating level.

4th Statements (*English is very important part of the school program*) had high motivational rating level with 4.33 average mean score. It shows that

students pay their attention on how importance of English nowadays. **5th statements** (*My English lecturer is a great source of inspiration to me*) and **6th statements** (*I like my English class so much; I look forward to learning more English in the future*) had the average mean score 4.19 and 4.18. Both of that statements are related each other's. The students are inspired by the lecturer so they had high motivation to study English in their future. In the **7th statements** (*My English class is really waste of time*) the students don't think that their English class is really waste time, because they still had high motivation, the average mean score is 4.12. (*To be honest, I really have little interest in my English class*) as the **8th statements** had the 3.29 average mean score; it is moderate in motivational rating level.

b. Extrinsic Motivation

Table 10. Extrinsic Motivation Results

No	Statements	Mean	Motivational Rating's Level
9.	Learning English is useful in getting a good job	4.45	High
10.	I study English because I want to do well in my examination	4.22	High
11.	My parents encourage me to practice my English as much as possible	3.88	High
12.	Learning English is important because it will allow me to meet and converse with more and varied people	4.37	High
13.	Learning English is important because I will need it for my career.	4.35	High

14.	My parents try to help me to learn English	3.59	Moderate
TOTAL		4.14	High

In table 1.10 reveals that respondents possessed a high level of extrinsic motivation, it is shown by the average mean score 4.14. **9th statements** (*Learning English is useful in getting a good job*) had the higher mean score in extrinsic motivation. The average mean score is 4.45; it shows that their motivation in study English is to get a best job on their future. While **10th statements** (*I study English because I want to do well in my examination*) also had high average mean score, the score is 4.22. It proves that they study English because they want to get best score on their examination.

10th statements (*My parents encourage me to practice my English as much as possible*), **11st statements** (*Learning English is important because it will allow me to meet and converse with more and varied people*) and **12nd statements** (*Learning English is important because I will need it for my career*) had high motivational rating level, the average mean score are 3.88, 4.37 and 4.35. Their parents encouraged them to practice English more, so that they are motivated to meet and converse with varied people and they also need it for their career. They know better that English will bring them to their best career. While in the last statements (*My parents try to help me to learn English*), it had moderate motivational rating level and the average score is 3.59. Their parents may encourage them but they don't help them to learn English.

Discussion

Based on the result, extrinsic motivational level is higher than intrinsic motivational level. The total score of extrinsic motivation is 4.14 while the total score of intrinsic motivation is 4.04. It shows that most of students have extrinsic motivation in learning English. This motivation was derived from outside of the students. For example; they need to get a good job, they need to pass their examination, they want to meet and converse with more and

varied people, and they need English for their career, etc.

Furthermore, students also had high intrinsic motivational level, the students were enjoy to Learning English because their own pleasure and their own desire. This motivation was derived from inside of the students, such as; they want to improve their English skills, they really enjoy learning English, they think that English is very important, etc. from that reasons, the students will encourage themselves to make an effort to achieve their goal in learning English.

Although, the total score of extrinsic motivational lever is higher than intrinsic motivational level, but both of them are in a high level. This is good for both lecturer and students in teaching and learning process. Motivation is one of the important things that affect students' attitude and achievement. This result showed that students have good motivation, both in Intrinsic and Extrinsic motivation. It will be useful for the lecturer to make learning English better on their future.

CONCLUSION

In conclusion, the result of this study shows that the extrinsic motivational level is higher than intrinsic motivational level. The total score of extrinsic motivation is 4.14 while the total score of intrinsic motivation is 4.04. Although, the total score of extrinsic motivational lever is higher than intrinsic motivational level, but both of them are in a high level. This is good for both lecturer and students in teaching and learning process.

Motivation is one of the most important learning factors in learning English, actually at STIKES Cendekia Utama Kudus. The researcher found that students had intrinsic and extrinsic motivation in learning English.. This result showed that students have good motivation, both in Intrinsic and Extrinsic motivation. It will be useful for the lecturer to make learning English better on their future.

REFERENCES

- Ary, Donald et al. (1985). *Introduction to Research in Education*. USA: CBS College Publishing.
- Brown , H. (2007). *Principles o Language Learning and teaching*. Fifth Edition. Addison Wesley Longman, Inc. A Pearson Education Company.
- Budiana, K. M., & Juwari. (2018). *The Non – Native Students' Motivation in Learning English at STIE Perbanas Surabaya*. Language Circle: Journal of Language and Literature, 12 (2), 195 – 202.
<https://journal.unnes.ac.id/nju/index.php/LC/article/download/14178/7731>
- Christiana, O. (2009). *Influence of Motivation on Students' Academic Performance*. The Social Sciences, 4, 1, 30 – 36.
https://www.researchgate.net/publication/287778128_Influence_of_motivation_on_students'_academic_performance
- Dimiyati & Mudjiono. (1994). *Belajar dan Pembelajaran*. Malang University.
- Dornyei, Z. (1998). *Motivation in Second and Foreign Language Learning*. Language Teaching 31: 117 – 135.
<https://pdfs.semanticscholar.org/ca98/8d115e3ba77a2a9bb75cfb56a8f4df674e37.pdf>
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. Harlow, England: Longman
- Gardner, R. C. (2004). *Attittude/Motivation Test Battery: International AMTB Research Project*. Canada: The University of Western Ontario.
- Harmer, J. (1991). *The Practice of English Language Teaching*. London: Longman
- Harmer, J. (2001). *The Practice of English Language Teaching*. Third Edition. Longman Pearson Education Limited.
- McDonough, S. (1983). *Psychology in Foreign Language Teaching*. London: Cambridge University Press.

Melendy, G. A. (2008). *Motivating Writers: The Power of Choice*. Asian EFL Journal, 10 (3), 187 – 198.

Oxford, R.L. & Shearin, J. (1994). *Language Learning Motivation: Expanding the theoretical Framework*. Modern Language Journal, 78. 12 – 28.

Parsons, R., Hinson S., Brown, D. (2001). *Educational Psychology: Practitioner Researcher Models of Teaching*. University of Virginia: Wadsworth Thomson Learning.