

## STUDENTS' MOTIVATION OF LEARNING ENGLISH AT TEUKU UMAR UNIVERSITY

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**Abstract:** This paper investigated the students' motivation from non-English major of Teuku Umar University. This research sought out the type and the level of motivation (intrinsic and extrinsic motivation) of learners in learning English. The data were collected from students from engineering faculty and social and political science students. 70 participants who had taken an English course were selected. The instrument used open-ended questionnaires and quantitative data were applied. The data from questionnaires were analyzed by using SPSS. Based on the comparison of both intrinsic and extrinsic motivation, students are extrinsically motivated to learn English. The result of this study showed that most Teuku Umar University students learning English were influenced by extrinsic motivation.

**Keywords:** *Motivation, Intrinsic Motivation, Extrinsic Motivation*

Studies about motivation in the context of second and foreign language acquisition have been the interests for many years by the researchers (Gardner & Lambert: 1972, Clement, Dörnyei, & Noels: 1994). The motivation topic has attracted the language program designers and administrators who want to motivate their learners in line with learners' needs and interests. Motivation has a significant role in teaching and language learning because motivation is "the major element besides language aptitude in establishing successful learning language in the classroom setting" (Gardner, 2001). Most researchers agree that motivation has a crucial impact to encourage learners' level of second and foreign language proficiency (Gardner, 2010; Brown, 2004; Ellis, 1994; Dörnyei, 1998). The more motivated the learners are, the more successful they learn the second and foreign language.

English is taught as a foreign language both at secondary school and higher levels in Indonesia. Teaching English in Higher education is preparing students to anticipate the globalization era. Students that have the potential to create a change must have adequate language skills since the job always requires having good English skills. Therefore, they need to master English to prepare the requirement. Ellis (1994) and McDonough (1983) agree that motivation becomes the main factor that affects the rate and success in learning second and foreign languages. The motivation of learners in learning English has been considered as the primary concern in this study. This research carries out the result of the survey on Teuku Umar University students' motivation in learning English.

Studies about motivation in the undergraduate level have been conducted by some researchers. Ahmed, Aftad and Yakoob (2015) seek out why the university students at the University of Sarghoda from Pakistan had low motivation in learning English. The results of the questionnaires showed that teachers failed to coordinate with their learners. The second result was that the teachers applied a monotonous teaching practice which led the students to be unmotivated in English class. The conclusion from this study is that the learners had low motivation because there is no good relationship between the students and the teachers.

The second study was conducted by Tsai and Chang (2013). They investigated the intrinsic motivation and the anxiety of learning English at Technical University in Taiwan. 857 of freshmen were the sample and the data were analyzed with analysis of structural equation modelling for the anxiety measurement. Besides, questionnaires were distributed to know which intrinsic motivation affected students in learning English. Their findings confirmed that learning anxiety impacted in motivation to learn English depending on major and gender. Results from the questionnaires showed that instrumental motivation is the reason they learn English.

The other study about motivation was conducted by Anwar, Ubaidillah, Tarayo, Ismiatun, Khotimah, Irawansyah, and Sulistiyo (2020). They selected 144 of junior high school students to know their instrumental and integrative motivation. The result showed that students learn English because of the native speaker's cultural issue and career development. The study's participant is limited only for junior high school students in Jambi. The researchers expected future researchers to conduct the study

in different regions in Indonesia. The present study focuses on the investigation of students' motivation in learning English at higher education in Teuku Umar University in Meulaboh. It becomes the gap of this study because the study of motivation in learning English in Indonesia mostly is observed in secondary schools such as Anwar et al (2020), Alberth (2018), and Yulia (2013) and for English major students (Mali, 2015). Thereby this current study focuses on investigating internal and external motivation of non-English major of Teuku Umar University students in learning English

Based on the explanation above, this study wants to answer two issues: 1) what types of motivation affect the students from the University of Teuku Umar in learning English? 2) what are intrinsic or extrinsic motivational factors that influence learners in studying English?

## LITERATURE REVIEW

The nature of motivation in language learning will be discussed clearly in the following part. Studies about the motivation for non-English major students in the Indonesian context are still limited. The issues that this study seeks out are factors that affect students in learning English at the University. The previous study from Rahma and Setiyana (2019) showed that students at Teuku Umar University faced difficulties in learning English. Lack of vocabulary, problems in pronunciation and grammar difficulty are their main problems. Therefore, this study wants to understand students' motivation and what type of motivation affects them in learning English.

### Motivation

The researchers believe that motivation is a very crucial concept in second and foreign language learning. Motivation has been one of the important areas for empirical research and theoretical framework in the context of language learning for three decades. Dörnyei (2005) said that a new insight toward language learning has shifted the main implications of traditional and educational points of view, which means that foreign or second language learning comes from the effects of sociocultural factors such as cultural stereotypes, geopolitical considerations, and language attitudes. Some experts define the term of motivation in language learning. Motivation is the internal drive that encourages students to do something (Harmer, 1991). When we do something attractive and then reaching the goal, it is because of the action and drive of motivation. Gardner and Glikzman (1982) said that motivation comprises three elements; efforts, desires, and affects. Efforts refer to the learners' time of spending on studying. 'Desires' means how much the learners want to be proficient in the language, and 'affects' is how the learners' emotional reactions toward language learning are. According to Lightbown and Spada (1999), motivation in second language learning can be clarified in terms of two contexts; learners' communicative needs and their attitudes toward the language community.

### Motivation in Language Learning

Harmer (1991) uses the term "goal" to refer to motivation. He classifies the goal into three types. First, short-term goal refers to a situation when a student wants to achieve success in their study, for example, to get a good score in an examination. Another goal is a long-term goal that refers to a wish from a student to be able to communicate with the community who use the language she/he studies. In addition, the type of motivation in second language learning is also classified by Krashen (1988) in the following:

1. Integrative motivation is defined as the desire to be recognized as a part vital of a community or society that speaks the second or foreign language. Integrative motivation concerns personal, affective disposition towards L2 community and the desire to interact or become a member of that community (Dörnyei, 2013). It is defined as respect for the other cultural community and social life values. It is also based on the learners' interest in second and foreign language learning, and their need to learn and to socialize because of the intention to participate in a group who uses the same language. It involves emotion and affective factors as important.
2. Instrumental motivation is defined as the concept of the practical value in learning the second language to increase the learners' career or job opportunities, giving them more prestige and power. The students learn a language because they want to pass an examination, to study, or to get a job (Dörnyei, Csizer, & Nemeth, 2006)

In addition, motivation is further categorized into two major types:

1. Extrinsic or external motivation refers to the desire to get a reward and avoid punishment. Arnold (2000) said that motivation is influenced by the external factors to persuade the learners to involved in the learning community such as assignment, grade, and doing something to please the teacher. Integrative and instrumental motivations are parts of extrinsic motivation (Harmer, 1991). Because of external factor influences, such as reward or punishment, extrinsic motivation gives a negative impact on the learners since this part of motivation causes the learners not to study with their strong will, but they study to get the reward or to avoid punishment. When the learners are promised to get a reward, they will be motivated to learn the language and to achieve the goals set for them. However,

when no reward is given, they have no interest to come to the class and learn the language.

2. Intrinsic or internal motivation refers to the willingness or voluntary motivation coming from the learners to learn the second language. Arnold (2000) mentions intrinsic motivation as learners learn by themselves to get their reward. When having intrinsic motivation, they have an internal desire to learn. The motivation pushes the learners to learn without depending on rewards, as it comes from the innate need or their own will.

Harmer (1991) defines four factors that affect learners' motivation. 1) Physical condition that refers to the classroom atmosphere, including the facility such as lighting, board, and the number of students, 2) Teaching method truly affects the students' motivation. 3) The teacher also becomes a major part of learners' motivation, 4) Success which means the level of challenge created by the teacher in teaching learners. Challenge refers to the activities involved in teaching.

## METHOD

The population of this research is all students of Teuku Umar University particularly in the academic year 2017/2018 from Engineering and Social and Political Science departments. The subject of this research is students who have taken an English course on the first or second semester. They were selected randomly to represent the whole participants from Engineering and Social Science departments. In this study, the researcher took Industrial Engineering and Law students as the sample. The reason why they are the sample in this study is that they were taking an English course at the time. There were 70 students as the sample in this research. Seventy students (29 Male and 41 Female) were between the ages of 17 to 19. They consisted of 40 students majoring in Industrial Engineering and 30 of students majoring in Law. The Law Department is under the Social and Political Science Department. The study was conducted in April and May 2018 before the semester break.

### Data Collection and Data Analysis

The data taken from questionnaires were analyzed qualitatively. In this study, open-ended questions were used, consisting of 20 questions in a questionnaire. The questionnaire used 3 Likert scale format which ranges from 'Agree', 'Disagree' and 'Neutral' and was adopted from Schmidt et al (1996). It was written in Indonesian rather than in English so that all participants could fully understand and complete it well. The questionnaire format consisted of two major parts: intrinsic motivation (item 1-10), extrinsic motivation (item 11-20).

The data then were calculated and presented in percentage by SPSS package. The level of students' motivation was analyzed with a three-Likert scale and was ranged in the following criteria:

Table 1

Mean Range	Interpretation
2.52 – 3.27	High degree of motivation
1.76 – 2.51	Moderate degree of motivation
1.00 – 1.75	Low degree of motivation

## FINDINGS AND DISCUSSION

### Findings

The findings of this study consists of: (1) general information about the participants (2) the students' motivation; intrinsic and extrinsic.

#### General Information

Table 2

Gender	Frequency	Percentage
Male	29	41.4 %
Female	41	58.6%
Total	70	100%

The table shows that the majority of respondents were female (58.6%) and the minority were male (41.4%).

#### Motivation

This part describes the overall result of this study. The following table presents 20 questionnaire items using descriptive statistics. The result is itemized with mean score and standard deviation with the corresponding intrinsic and extrinsic motivation.

## 1. Intrinsic Motivation

Table 3

Intrinsic Motivation	Mean	SD	Rating of Motivation Level
1. I enjoy learning English very much.	2.54	0.69	High
2. Learning English is my hobby.	2.52	0.90	High
3. Learning English challenges me.	2.53	0.70	High
4. Learning English is very important for me.	2.88	0.50	High
5. I wish I could learn English independently without going to classes.	2.44	0.80	Moderate
6. I really want to learn English more serious than I have done in the past.	2.42	0.70	Moderate
7. It is important for me to do better than my friends in my class.	2.64	0.60	High
8. I will consult with my lecturer outside the class if I have problem with English.	2.68	0.60	High
9. I learn English outside the material given by lecturer to improve my English such as listening English song, watching movie, etc.	2.87	0.40	High
10. I really want to be able to speak English fluently	2.53	0.70	High
<b>Total</b>	<b>2.63</b>	<b>0.62</b>	<b>High</b>

From the table above, it is revealed that the respondents have high motivation. It has been indicated by the average mean of 2.62 in the table. The statement number 4 has the highest mean (2.88). Statement number 9 has a slightly different mean score (2.87) from statement number 4 (2.88). Statement number 7 and 8 is also high and have a rather bit different score (2.64 and 2.68). While statement number 1, number 2, and number 3 have very small differences (2.54, 2.52. and 2.53). However, statements number 5 and 6 are lower among others which are considered to be at moderate level. To sum up, the overall intrinsic motivation mean scores are high (2.63).

## 2. Extrinsic Motivation

Table 4

Extrinsic Motivation	Mean	SD	Rating of Motivation Level
11. English is important for me because it broadens my views.	3.00	0.50	High
12. The main reason I take this class is that my parents/my lecturers want me to improve my English.	2.52	0.70	High
13. I study English hard because it is important for me to show my ability to family/ lecturers/ my friends.	2.72	0.60	High
14. English is important to learn in my country.	3.00	0.5	High
15. Being able to speak in English will add my social status.	2.72	0.60	High
16. I learn English because it will be benefit for me when I am travelling abroad.	2.92	0.40	High
17. I learn English in order to be able to read textbook in English.	3.00	0.50	High
18. I learn English in order to become more educated.	2.43	0.70	Moderate
19. The main reason I learn English is to pass exams.	2.56	0.60	High
20. If I learn English, I will get a better job	3.00	0.50	High
<b>Total</b>	<b>2.78</b>	<b>0.56</b>	<b>High</b>

The table implies that statements number 11, 14, 17, 20 have the highest mean score (3.00). Besides, statement number 13 and 15 also have the same score (2.72). Statement number 16 also shows a high level (2.92), while statement numbers 12 and 19 show the mean score 2.52 and 2.56. The

dominant mean scores are considered high (2.78) although only statement number 18 implies a lower score than others (2.43).

**Table 5**

Motivation	Mean	SD	Level
Intrinsic	2.63	0.62	High
Extrinsic	2.78	0.56	High
Total	2.71	0.59	High

Table 5 shows the comparison between intrinsic and extrinsic motivation from the learners. The mean score of extrinsic motivation (2.78) is higher than intrinsic motivation (2.63). From the table, it can be concluded that the overall mean scores from both intrinsic and extrinsic motivation are considered high.

### Discussion

The overall results from the mean score show that students have high motivation in learning English. According to the comparison of both intrinsic and extrinsic motivation, students are extrinsically motivated to learn English. It can be seen from the result of the average mean score from table 5 is 2.78 which is higher than the mean score from intrinsic motivation. This result has answered the first research question. Extrinsic motivation has a dominant role in learning English for Teuku Umar University students. It is shown in table 4 that overall students are considered highly motivated. The highest mean scores are presented from statement numbers 11, 14, 17, and 20 (3.00). The statements number 11 (English is important for me because it broadens my views) and number 14 (English is important to learn in my country) are considered as integrative motivation. As Harmer (1991) states that Integrative and Instrumental motivation are parts of extrinsic motivation. Integrative motivation refers to the desire of the learners to want to integrate or involve the community who speak the second or foreign language (Dörnyei, 2013). Statements number 17 (I learn English in order to be able to read textbook in English) and 20 (if I learn English, I will get a better job) are considered instrumental motivation since the students learn a language to pass an examination, to study, to show prestige or to get a job (Dörnyei, Csizer, & Nemeth, 2006). Statement number 7, 12, 13 and 19 are also part of the Instrumental motivation for study purposes. Meanwhile, in statement 15, the learners learn English to increase their prestige and statement number 20 is for job purposes.

In the other hand, statements number 14 and 16 are included in Integrative motivation because the learners use the language to socialize or integrate with the community who speak the target language as mentioned by Krashen (1988). Mostly, students are affected by Instrumental motivation. They generally learn English because they want to pass examinations, to study, to show, and to get a job.

### CONCLUSION AND SUGGESTION

Based on the findings, it can be concluded that students are dominantly affected by extrinsic motivation. They are influenced by instrumental motivation. From this result, it can be seen that intrinsic motivation and extrinsic motivation both reach high scores. However, extrinsic motivation is higher than intrinsic motivation. The present study took a small number of samples, from Engineering and Social and Political students (70 students). For further research is expected to conduct a larger sample from all majors. Future researchers might investigate analyzing the correlation between students' background knowledge in English and motivation to study English as a general course at higher education. From the result of the study, it has been demonstrated that students have high motivation in learning English; however, they have no improvement at the use of the language for communication and academic need.

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