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MOTIVATION BEHIND INDONESIAN UNDERGRADUATES LEARNING ENGLISH AS A TARGET LANGUAGE

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Abstract

Learning English as a target language (LETL) is likely learning something that is not native to undergraduates of Indonesian language. For this reason, if they learn the target language determination should be kept and motivation should be filled as well. This study is aimed at of knowing the influence of motivation in Indonesia department undergraduates' performance when learning English as a target language in English classroom setting. The method chosen for this study is a quantitative approach in the form of survey where questionnaire instrument was used to collect essential data in this study. Data were collected through a questionnaire comprising 10 questions and can be located in the appendix. The participants of this research were 30 undergraduate students (16 females and 14 males) of Indonesia language Education Study Program of Teacher Training and Education Faculty, Madura University (UNIRA)-Pamekasan. The result of the study suggests that motivation is proved can be the key incentive for performing performance in learning a target language. In addition to that, the effect of students' motivation intrinsically and extrinsically when learning English as a target language essentially both can provide a strong influence on the students' performance and plays a key role to learn a target language.

Keywords: motivation; intrinsic motivation; extrinsic motivation

Introduction

A target language, commonly called a second language (Saville-Troike, 2012), is language that is being learnt by individuals in a place where that language is not particularly being employed as the medium of ordinary communication. For example, Indonesia-speaking undergraduates who are not living in an English-speaking society, they are learning English as a target language. The undergraduates are surrounded by their own mother tongue (viz: Indonesia language) and need to go out of their method to come across incentive and input in the target language. Learning English as a target language (LETL) is likely learning something that is not native to undergraduates of Indonesian language. For this reason, if they learn the target language determination should be kept and motivation should be filled as well. Oxford and Shearin (1996, p. 144) remark target language (TL) learning is a complex process in which motivation plays a key role. Motivation itself is defined with a choice of definitions. Within the field of target language learning, motivation is “seen as the extent to which the individual works or strives to learn the language because of a desire to do so” (Kissau, 2006: 76). Motivation is regarded crucial since it is the force that goes somebody to commit something; without it, somebody will not be really interested in creating the effort towards attaining his goal, including language learning (Ryan & Deci, 2000) such as English language learning. Whereas, other researchers like Gilakjani, et al (2012, p. 9) comment that motivation is “a combination of effort plus desire to achieve a goal plus favourable attitudes towards the goal being accomplished”. Therefore, Moskovsky et al (2012, p. 35) maintain without sufficient motivation even individuals with highly competent and cognitively capability may be incapable of accomplishing long-term goals. This indicates that motivation is one of the keys to the highest rank of aptitude (Saville-Troike, 2012: 91). Then, motivation can “compensate for a deficiency in aptitude” (Baker & Macintyre, 2000, p. 317). From this standpoint, it can be exemplified a learner who may be very bright at learning languages may not be successful without motivation, whereas a learner with no skill but a powerful desire to be successful possibly far more successful. It seems to be acknowledged that to reach a goal learners are driven by motivation and it becomes a key factor determining their success or failure in language learning (Campbell & Storch, 2011). In addition to that, the learner’s goal may be the long term one, such as achieving native-like proficiency in the language classroom or a short-term one, such as successfully performing a classroom task (Thornbury, 2006). Dealing with this notion, it seems to be very significant to be conducted a study for Indonesian department undergraduates with the purpose of knowing the influence of motivation in their performance when learning English as a target language in English classroom setting.

Indonesian department undergraduates in Teacher Training and Education Faculty of Madura University are non – English major Indonesia speaking undergraduates who are obliged to take English subject 1 (Bahasa Inggris 1), which possesses 2 credits, for

the period of one semester when they are in first semester. It is required to be noted that all fresh entrants who are enrolled as graduates of Indonesian department of Madura University have to learn the English subject 1 as a compulsory subject for the duration of their first year of studies. During process of learning English as a target language in this semester, the graduates may experience a quantity of challenges such as complication in English mid-test or final test and in English assignments or tests. Furthermore, they all come from non-English background consequently they suffer quite a lot to attain a good command of English and this condition make them feel demotivated to learn English. Hence, in order to muddle through these challenges and also to sustain the English learning process, graduates must establish their own goals, expend many efforts and as well as involve actively in English learning activities. Besides, it is not sufficient for them to be accomplished in English with one semester merely because for mastering English as foreign language usually takes many years (Dörnyei, 2001b). In spite of the fact that English constitutes of main importance for non – English major Indonesia speaking graduates of Madura University. They learn English as a target language as it is very essential to them in the future in connection with work, education, and social activities as well. For example, the importance of English is in relation to education, Loi (2011) and Son (2011) state that one who becomes accomplished in the utilization of English, he / she may possibly obtain an opportunity to study in a prestigious college overseas. Similarly in McKay's view (2002), an individual who is able to access higher education in many countries is an individual who is reliant on his command of English. Further on, in her statement how English today is in a global mode making different many countries negotiate and discuss regarding issues in education, social, politics as well as economics. Looked upon from this perspective, English is very crucial for college students with a good knowledge of English and a good capability to grasp English. For that reason, students, Indonesian department undergraduates of Madura University in this regard, highly need to learn English. Though, most of them attempt to learn English as they would like to obtain good result or grade which belongs to external factor for learning the language. The Indonesian department undergraduates can learn English language by enjoying it so much that they can learn better. For this condition, they require internal motivation in them that assists them to feel the language while they are learning it. In another words, learners can be motivated by internal and external factors. For this reason, this study is also going to reveal whether internal and external factors may affect the undergraduates' motivation when learning English as a target language.

According to Self-determination Theory (SDT) that is created by Ryan and Deci's (2000), learners may be driven by two sources of motivation, i.e : intrinsic and extrinsic motivation. These two variables continua in motivation are relating to TL or L2 classrooms around the world (Dörnyei, 2005; Brown, 2007). In supporting the significance of the intrinsic and extrinsic motivation distinction associated with TL learning, a number of empirical investigations of this theoretical notion have been conducted by some researchers. Such as Noels, Pelletier, Clément and Vallerand (2000)

who have introduced a novel second language-particular instrument to assess L2 learners' orientation based on a self-determination viewpoint. Their study explores the motivational notion employing a sample of 159 learners. The result of their study then suggests that two factors: intrinsic and extrinsic can be utilized to assess student motivation in a valid way. Other researchers, like Oletić and Ilić (2014), their focus of investigation is on investigating intrinsic and extrinsic motivation of Serbian students of English. Their study results demonstrate that there are low levels of intrinsic motivation present among both high school and university students. Generally speaking, intrinsic motivation is as incentivizing a desire to learn a subject matter. This incentive can be associated with the learners' own wish, need, and desire to learn. Further on that, Kusrkar et al. (2011) give description regarding intrinsic motivation that this kind of motivation can make an individual try for and persevere toward that learning program that is appealing and brings pleasure, making it "self-determined form of motivation" (p. e243). In Self-determination theory, it emphasizes the importance of three innate psychological requirements which are required to be pleased in order that a learner to feel intrinsically motivated. Those requirements are: autonomy (it is regarding deciding what learners wish to do and how learners wish to do it), aptitude (it is regarding capability and proficiency by which learners manage to control their environment) and the last is relatedness (it refers to relationships learners expand through their interaction with others). This supposition can be absolutely essential implication for learners engaged within the learning process. From this viewpoint, learners are more probable to experience intrinsic motivation in an environment that encourages the pleasure of these requirements than in the one which ignore them. Additionally, based on a number of researches, intrinsically motivated learning has a propensity to become more valuable than extrinsically motivated one (Deci and Ryan, 2000). Learners become intrinsically motivated and engaged in the learning process due to their internal interests, enjoyment and enthusiasm. Extrinsic motivation on the other hand is learners who are extrinsically motivated perform a learning process in classroom not because they really get pleasure from it, but due to an extrinsic reward (such as learning English to obtain a good grade). However such reward is constantly short-term with insignificant action on learners' motivation in the long term. For that reason it can be showed that intrinsic motivation is more significant from of motivation in the context of learning English. Nevertheless, extrinsic motivation does not mean it is less significant. In connection with education, extrinsic motivation comprises four categories of self-determinant regulation. The first category is termed *external regulation*. In respect of school, when learners feel external regulation, they engage in assignment with the aim of obtaining external rewards like their teacher's commendation or of avoiding punishment. As such, they may possibly not wish for performing the assignment but have to perform so. In view of that, external forces control them and they have no self-determination. The second category is *introjected regulation*, which is providing the motive to learn when the learners become conscious of the significance of the learning activity, however considering the motivation as external. The third category is *identified regulation* which embraces

self-determination or it is called an autonomous shape of extrinsic motivation. When learners consider that the significance of completing an assignment and succeed to finish it successfully, they use a certain category of self-determination. The last is *incorporated regulation* comes about when the learners incorporate the program of learning and when it has been completely incorporated into the learners' coherent sense of self.

Method

The method chosen for this study is a quantitative approach in the form of survey where questionnaire instrument was used to collect essential data in this study. Data were collected through a questionnaire comprising 10 questions and can be located in the appendix. The ten questions are divided into five parts. In the first part of the questionnaire, the students provide information on their opinion regarding their classroom surroundings, number of times English language utilized in classroom and their view about the material used in teaching English. The second part, the students provide information on their view when speaking English and their feeling when speaking in English. In the third part, the students provide information on their reasons of increasing their English skill and their view regarding occupation market motivates them to learn English. In the fourth part, the students provide information on their nervousness and how to overcome their emotion when speaking in English. The last part, the students provide information regarding their motivation aid in increasing their English skill. And the participants of this research were 30 undergraduate students (16 females and 14 males) of Indonesia language Education Study Program of Teacher Training and Education Faculty, Madura University (UNIRA)-Pamekasan. The participants were all in second semester and enrolled in English II course at the academic year of 2018/2019 when this research was conducted.

Results

In Respect of English Classroom Surroundings

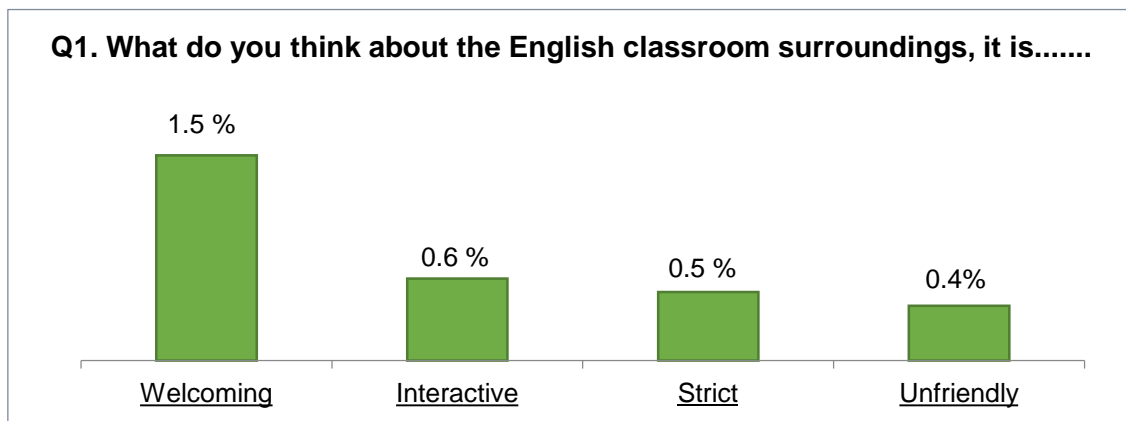


Figure 1: Column Chart of Question Number 1

Figure 1 describes the English classroom surroundings. 1.5% or 15 students agree that it is welcoming, 0.6% or 6 students feel interactive. 0.5% or 5 students regard strict and other students or 0.4% considers that it is unfriendly. This finding demonstrates that the English classroom surroundings is welcoming for the students.

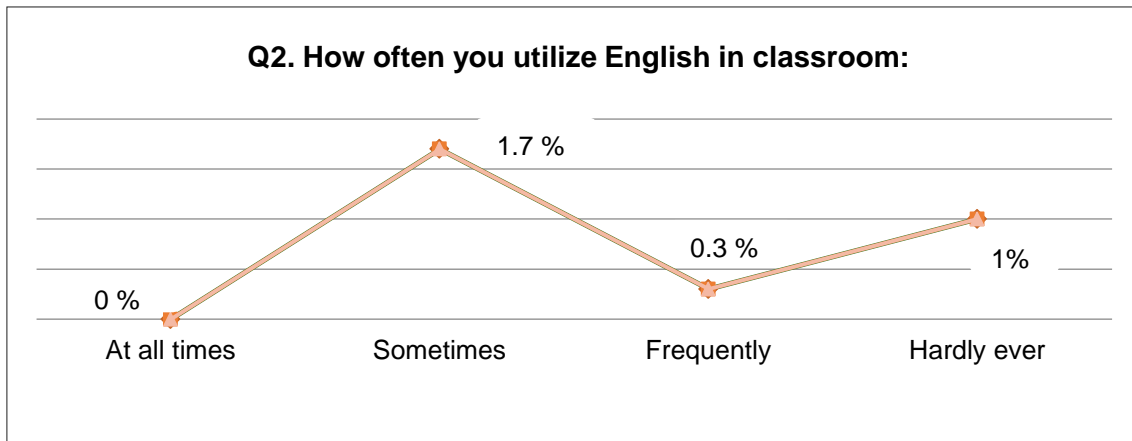


Figure 2: Line Chart of Question Number 2

Figure 2 constitutes the findings of how often students utilized English in classroom. 1.7 % or 17 students sometimes utilize English in their classroom. 1% or 10 students hardly ever utilize English. 0.3% or 3 students frequently utilize English. The rest (0%), none of the students always utilize English in their classroom. This consequence is the depiction of students' performance in classroom.

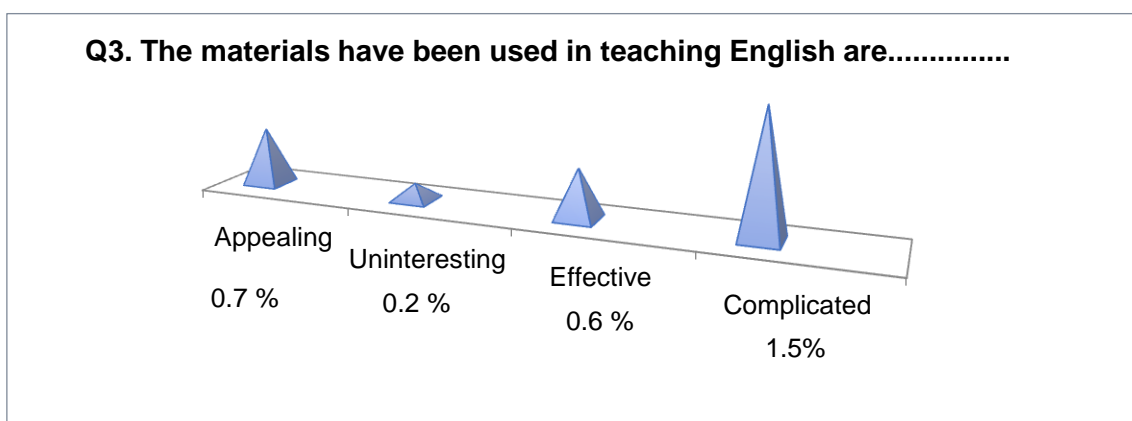


Figure 3: Column Chart of Question Number 3

Figure 3 depicts regarding the materials used in teaching English. 0.7 % or 7

students maintain that the materials are appealing, 0.6% or 6 students agree that they are effective. 0.2% or 2 students view the materials are uninteresting, 1.5% or 15 students consider that the materials of teaching English are complicated as a result this can make them be demotivated in learning English as a target language.

In Respect of Intrinsic Motivation

Figure 4 clarifies the students’ opinion regarding speaking in English. In order to know their view concerning with speaking skill in English, a question is created to discover the students’ motivation intrinsically. There were 4 choices in this question. The majority of the students (1.9%) consider that speaking in English is their eagerness. A number of students (0.8%) regard that speaking in English is their difficult job. 0.2% or 2 students think that speaking English is their annoyance. Others (0.1%) are considering it as their hobby.

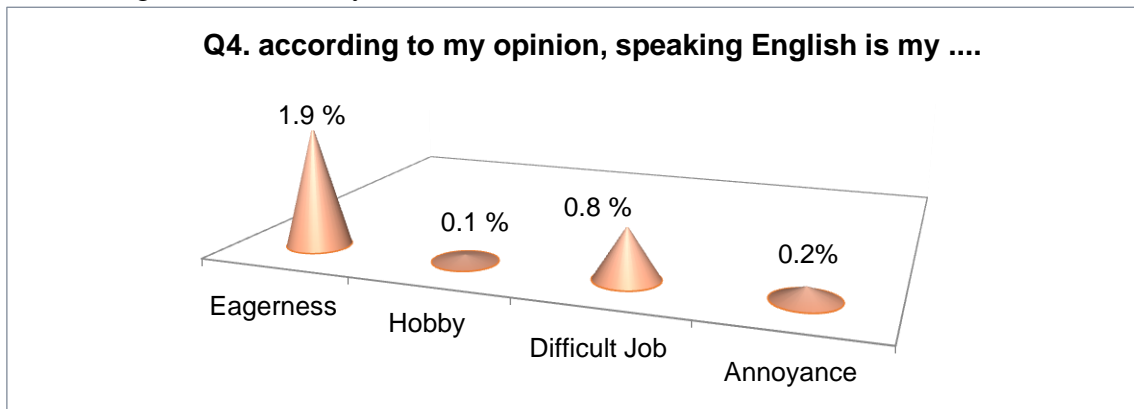


Figure 4: Column Chart of Question Number 4

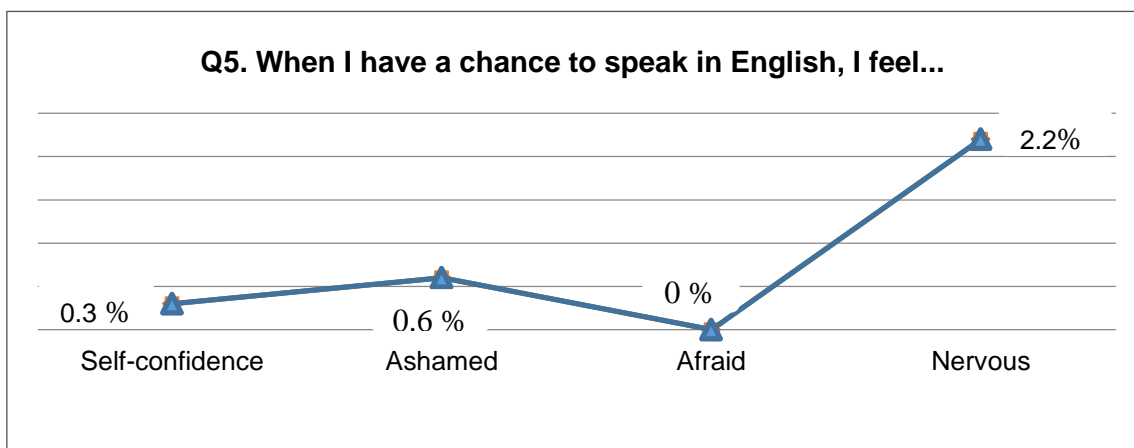


Figure 5: Line Chart of Question Number 5

Figure 5 is telling about the students’ own feeling when they are speaking in English. Most of them (2.2% or 22 students) feel nervous when speaking in English. 0.6%

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or 6 students are ashamed to speak in English. 3% or 3 students feel self-confidence and 0% or none of students feel afraid when speaking in English. This illustrates that feeling nervous when speaking in English is the highest level of feeling (2.2%) experienced by the students and surprisingly they feel no afraid at all to speak in English.

In Respect of Extrinsic Motivation

Figure 6 shows about the findings of extrinsic motivation. Questions are made to know students' reason in increasing their English skill. 1.1% or 11 students want to increase English skill with the aim of obtaining a better job. 0.7% or 7 students do not take options provided they have other reasons. The rest have same number of percentage (0.4%) in determining the options given, viz: they (0.4%) want to study in a university overseas, (0.4%) want to visit foreign countries where grasping English is a necessity and (0.4%) it is obligatory for them to increase English skill.

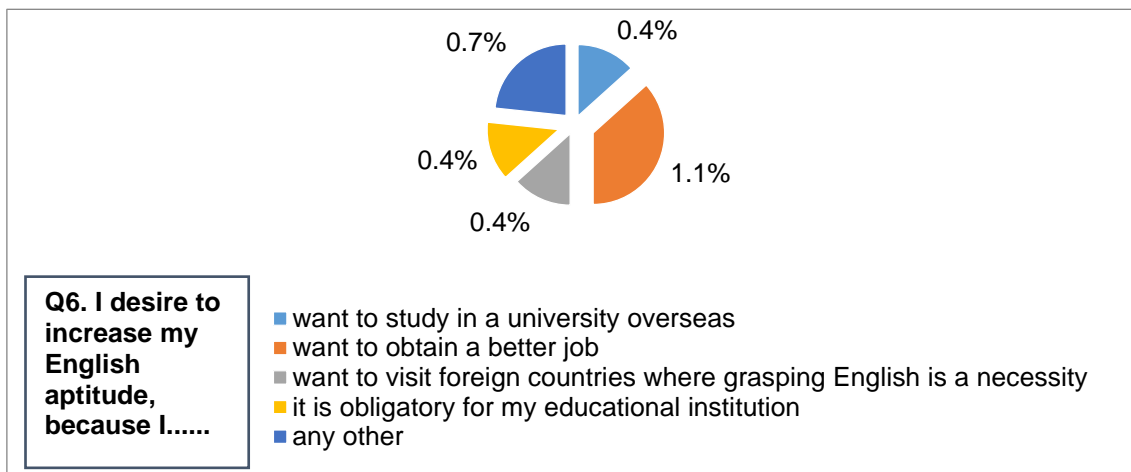


Figure 6: Pie Chart of Question Number 6

Figure 7 describes that 1.5% or 15 students not only strongly agree with incentive of occupation market but also agree neutral (1.5%) towards students who choose the option about incentive of occupation market. Then (0%) none of them disagree or strongly disagree with occupation market that can motivate them to learn English.

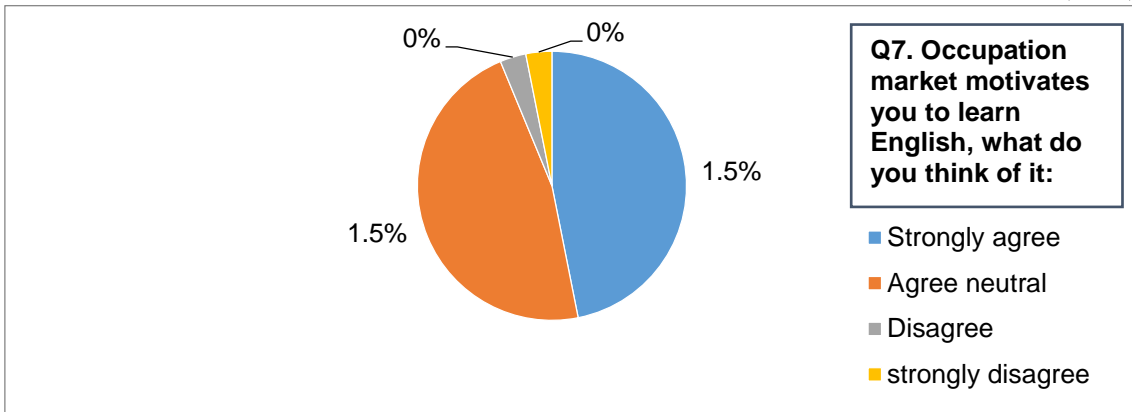


Figure 7: Pie Chart of Question Number 7

In Respect of Students’ Emotion

This Figure 8 reveals regarding students’ emotion, particularly their nervousness when speaking in English as well as it demonstrates the students’ reason behind their nervousness. Based on the diagram below, 2% or 20 students feel nervous due to their poor vocabularies, 0.6% or 6 students are nervous due to their poor pronunciation, and 0.2% or 2 students feel nervous because both they are afraid of mocking and feel that the English is not their L1.

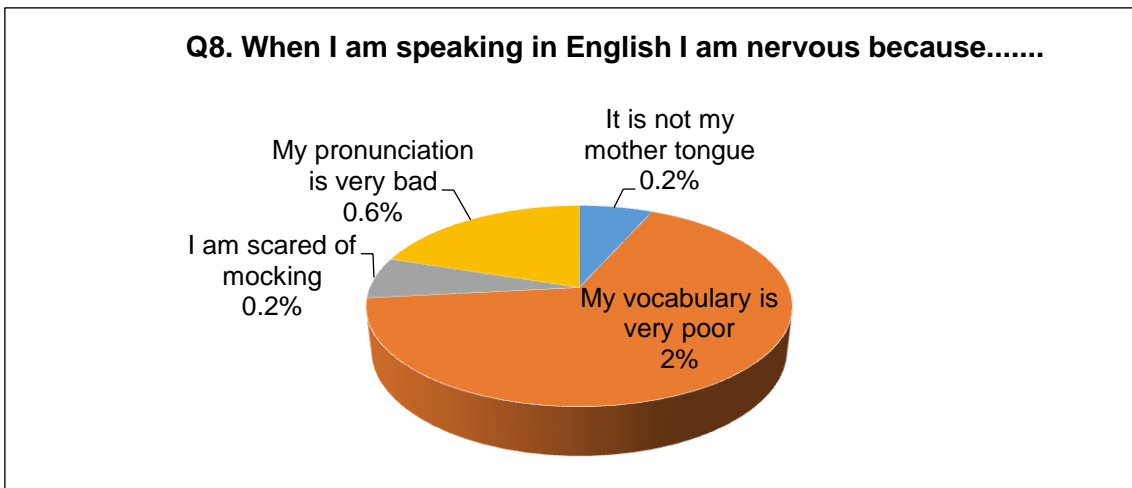


Figure 8: Pie Chart of Question Number 8

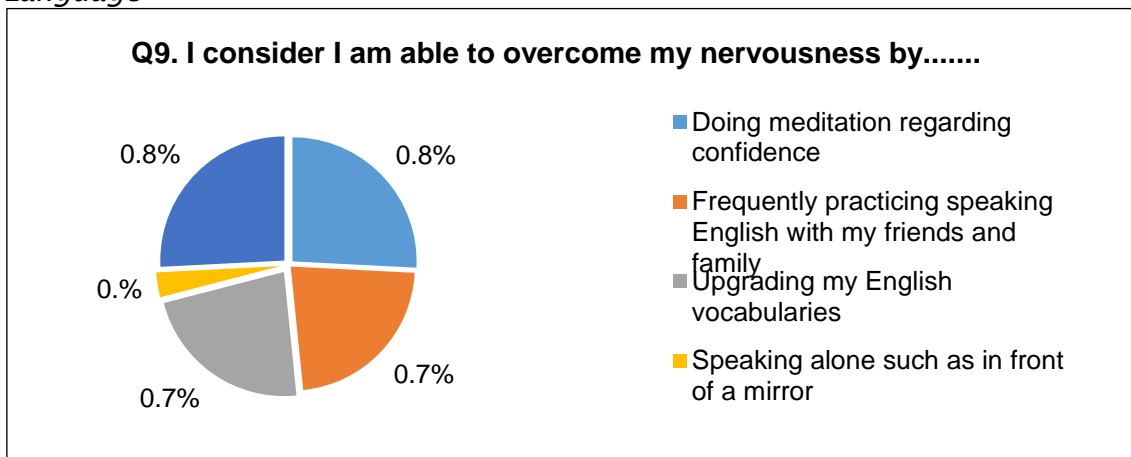


Figure 9: Pie Chart of Question Number 9

Figure 9 is telling about how to overcome the students' nervousness. 0.8% or 8 students think by doing meditation about confidence is a best way of overcoming nervousness, similarly with the same number of percentage (0.8%) the students provide another reason out of the provided options, 0.7% or 7 students feel that by upgrading the English vocabularies and by speaking English frequently with their friends or family is considered as a good solution to cope with their nervousness, and none of them, 0%, choosing option: speaking alone.

In Respect of Motivation Aid

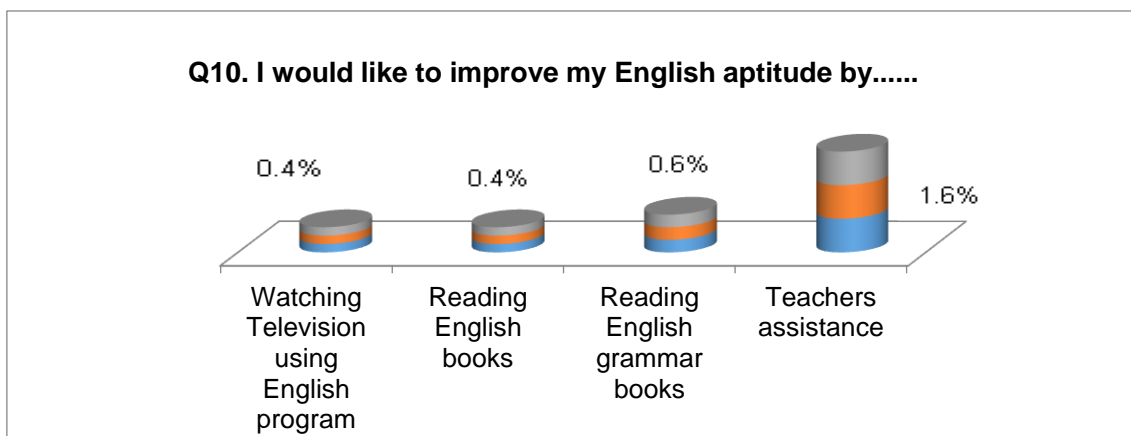


Figure 10: Column Chart of Question Number 10

Figure 10 suggests that students' way of how to improve their English proficiency. 16 students or 1.6% improve their English skill trough teacher assistance, 6 students or 0.6% choose option: reading English grammar books, 0.4% or 4 students improve their English both by reading English books and by watching TV using English program.

Discussion

The study is aimed at finding out the factors that affects Indonesian-speaking Madura Univeristy undergraduates' motivation. Besides, it is discussing regarding the undergraduates' internal and external factors. Numerous researchers decided that motivation constitutes the main factor of learning a target language. Having high motivation and ability can aid student to obtain a target language. To realize this, 10 questions in the questionnaire are made.

The majority of Madura Univeristy undergraduates speak in English is attributable to their enthusiasm. They are learning a target language for their own desire that can aid them to learn it better. It is concerning with their intrinsic motivation that affect their desire to learn. They learn a target language as form of their eagerness that belongs to a positive manner towards language learning.

They are also externally motivated so that they are motivated to learn a target language. The English classroom setting looks both welcoming and interactive. However, Instructional materials are complicated for learning a target language. A number of the undergraduates feel fed up regarding the materials. It indicates that they are intrinsically and extrinsically motivated for learning a second language. In negative outcomes, generally the undergraduates are nervous when speak in English. They are not sufficient motivated to perform it. It is because is English as a target language is not their mother tongue. Furthermore, their English grammar and pronunciation are very bad that makes them demotivated to speak or learn the target language. Hence, motivation investigated in this study plays a significant role for learners' language learning and their performance and it is extremely essential to generate positive and encouraging environment for them.

Conclusion

The present study has examined that motivation both plays a key role and becomes a key incentive for non-English major undergraduates when learning English as a target language in Madura University. Given the importance of having motivation in context of educational program, accordingly it is noteworthy that lack of motivation in education may possibly harm the learning process of learners. In respect of learning a target language, learners can be motivated both intrinsically and extrinsically. Learners who become motivated intrinsically have a propensity to expand high respect for learning course information with no the employment of external rewards or support.

While learners who become motivated extrinsically have a propensity to commit performance lower academically than learners who are motivated intrinsically. In this regard, the Indonesian learners indicate to contain intrinsic motivation in learning English. It is very important. If the learners get pleasure from what is going on in the classroom, they are more probable to learn to speak English outside of the classroom. It is meant that the class is not supposed to fully give a lot of attention only to practical

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issues, but it is also giving regarding ways to motivate the learners by creating a sense of diversity and excitement, and inquisitiveness.

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