THE MOTIVATION OF
SOCIAL SCIENCE AND SCIENCE STUDENTS
IN LEARNING ENGLISH

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ABSTRACT
This is a quantitative study which examined the influence of background of the study (Social Science and Science) in students' motivation to learn English. Social Science was represented by Faculty of Economy while Science was represented by Faculty of Industrial Technology. Data collection was done by using survey technique in which 100 respondents from each background of study filled in the questionnaires which were handed to them. Theory used in this study is Socio-Educational Model by Gardner (2005). The result of this study showed that there is no significant difference between Social Science and Science students in learning English. It can be concluded that in Indonesia, background of the study does not have a significant influence in determining students' motivation to learn English.

Keywords: Motivation, Attitudes toward Learning Situation, Integrativeness, Instrumentality, Scocial Science, Science.

Motivation takes an extremely important role in the success of Second Language Learning. However, motivation is really complex as it is influenced by many different extrinsic and intrinsic factors. Because of these importance and complexity of motivation, Dörnyei (2005, p.66) states that "L2 motivation research has been a thriving area within L2 studies with several books and literally hundreds of articles published on the topic since the 1960s." As many researchers did their studies in this field because they noticed the importance and the complexity of motivation, the writer also interest to conduct this study based on the same reasons.

In this present study, the writer explored students' motivation by seeing the correlation between motivation and background of the study. The reason why the writer conducted this kind of study was because the research gap of the study in this field. To the writer knowledge there was no study in this field which explored the correlation between motivation and background of the study. Through this study the writer wants to investigate whether there is a significant difference between the Social Science and Science background of study in their motivation to learn English. Also, the writer wants to investigate whether there is a positive correlation between Integrativeness with Attitudes toward Learning Situation and Integrativeness with Instrumentality.

The reason why the writer chose Social Science and Science students in this study was because those two backgrounds are quite different. Science students learn about the physical and natural behaviors phenomena which are not really concern with the social, cultural, or human aspect. In the other hand, Social Science students deal a lot with cultural and human context, the changing in the human and their social life through the interactions. With this major difference, there is a possibility for those groups of student have different motivation in learning language since language deals most with cultural and social context.

In investigating the motivation among the social science and science students, the writer sees the relation between several variables in the Socio – Educational Model of Second Language Learning by Gardner (Gardner, 2005). Those variables are the Attitudes toward Learning Situation, Integrativeness, and Instrumentality. Attitudes toward Learning Situation related to students' emotional feeling toward the aspects in their English class such as the teacher, the material, the class atmosphere, etc. Attitudes toward Learning Situation has two indicators which are Language Teacher Evaluation (TEACH) and Language Course Evaluation (CLASS).

Integrativeness variable shows the level of students' motivation which is influenced by their interest in the foreign groups, especially the language of the target language group, in this

case is English native speaker. Integrativeness variable consists of three indicators which are Interest in Foreign Language (IFL), Integrative Orientation (IO), and Attitudes toward Language Community (ALC).

Instrumentally variable determines the level of student's motivation in relation with the practical benefit of learning the language itself (Gardner, 2005). Instrumentality has only one indicator which is instrumental orientation (INST).

The hypothesis taken by the writer in this study consisted of null hypothesis (H_0) and working hypothesis (H_1). The null hypothesis (H_0) is there is no significant difference between Social Science and Science students in their motivation to learn English. The working hypothesis (H_1) is there is a significant difference between Social Science and Science students in their motivation to learn English.

METHODS

This quantitative study was conducted by using survey technique in which the questionnaires were distributed among the samples of this study. The questionnaire was adapted from Gardner's AMTB (Attitude/Motivation Test Battery) Items for Croatian, Japanese, Polish, Portuguese and Romanian Questionnaires. There were two groups of samples in this study. The first group consists of 100 students from Social Science which were represented by students from Faculty of Economy Petra Christian University batch 2012. The second group consists of 100 students from Science background which were represented by students from Faculty of Industrial Technology Petra Christian University batch 2012.

There were several steps done by the writer in collecting and preparing the data to be analyzed. Firstly, the writer distributed the questionnaire by using snowball sampling technique. In this technique, the writer gave questionnaires to some respondents and asked them to give the questionnaires to their friends which were also the suitable respondents in this study. Secondly, the writer did the data coding by developing the codebook. It was needed because SPSS (the tool that the writer used in analyzing the data) cannot read words but numbers. Thirdly, the writer did the data cleaning by removing the questionnaires which were filled badly. Fourthly the writer entered the data to Microsoft Excel and compiled it based on the variables and indicators in this study. Fifthly, the writer reversed the negative items in this study. Sixthly, the missing values in the data were filled by using replaced missing values option in SPSS. Finally, the writer summed up the data per each indicator. Then, the total values in every indicator were summed up according to the variables where they belonged.

After did all the steps above, data was ready to be analyzed by using Multivariate of Analysis (MANOVA) and Mean Ideals and Standard Deviation Ideals Formula. MANOVA is used when there is more than one dependent variable (Pallant, 2007). According to Pallant (2007, p. 275), "MANOVA compares the groups and tells you whether the mean differences between the groups on the combination of dependent variables are likely to have occurred by chance." Therefore, MANOVA was the suitable statistic to use in this study since this study had more than one dependent variable (Attitudes toward Learning Situation, Integrativeness, and Instrumentality) and its aim was to find out whether the mean differences between Social Science and Science was occurred by chance or just a sampling error. If the mean difference is occurred by chance, it means that background of study (Social Science and Science) have significant influence in determining students' motivation to learn English.

Mean Ideal and Standard Deviation Ideal gave the information about in which level (very high, high, average, low, or very low) did the mean of variables and indicators of variables belonged to. Through this test the expectation in Gardner's theory about the positive relation between "Attitudes toward Learning Situation with Integrativeness" and "Instrumentality with Integrativeness" would be proved.

FINDINGS AND DISCUSSIONS

The table below shows the result of Multivariate Analysis Test (MANOVA). In the row labeled as Background of study, the significant value of Wilks' Lambda (the chosen statistic) is shown. This significant value will tell whether the mean difference between Social Science and Science was significant or not.

Table 1. The result of Multivariate Analysis

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
Intercept	Pillai's Trace	.989	5.851E3ᵃ	3.000	196.000	.000	.989
	Wilks' Lambda	.011	5.851E3ᵃ	3.000	196.000	.000	.989
	Hotelling's Trace	89.550	5.851E3ᵃ	3.000	196.000	.000	.989
	Roy's Largest Root	89.550	5.851E3ᵃ	3.000	196.000	.000	.989
Background of study	Pillai's Trace	.025	1.705ᵃ	3.000	196.000	.167	.025
	Wilks' Lambda	.975	1.705ᵃ	3.000	196.000	.167	.025
	Hotelling's Trace	.026	1.705ᵃ	3.000	196.000	.167	.025
	Roy's Largest Root	.026	1.705ᵃ	3.000	196.000	.167	.025

If the significance value is less than 0.05, then there is a significant difference between Social Science and Science students in their motivation to learn English (Pallant, 2007). However, the Sig. value in this case is .167 which is bigger than .05 (.167 > .05). Therefore, the result show there is no significant difference between Social Science and Science in their motivation. In other words, Background of the study has no significant influence in determining students' motivation to learn English.

Socio-Educational Model of Second Language Acquisition emphasizes the role of educational setting and cultural context in determining students' motivation to learn language. In a previous study conducted by Kissau (2006) in Ontario entitled *Gender Differences in Second Language Motivation: An investigation of micro – and macro – level influences*, it was found that gender has influence in determining students' motivation to learn French language. It is because in the macro level (socio cultural context), society still has an old perceptions that French is female domain. They have a sexist thinking that man does not learn language. Therefore, this perception decreases male students' motivation to learn French language. However, in Indonesia, there is no social opinion or culture which differentiates Social Science and Science background in learning second language. Instrumentality is the most possible variable influenced by background of the study and result in differentiation on motivation level between Social Science and Science background in that variable.

The motivation level for Social Science and Science students in variable instrumentality and two other variables (Attitudes toward Learning Situation and Integrativeness) is in table 2.

Table 2. The result of Mean Ideals and Standard Deviation Ideals for Social Science and Science Background in All Variables

Variable	Background of study	Mean Value	Category of motivation level			
Attitudes toward Learning Situation	Social Science	82.41	Very High	X ≥	100.00	
			High	80.00	≤ X <	100.00
			Average	60.00	≤ X <	80.00
	Science	80.62				
			Low	40.00	≤ X <	60.00
			Very Low	X <	40.00	
Integrativeness	Social Science	104.74	Very High	X ≥	110.00	
			High	88.00	≤ X <	110.00
			Average	66.00	≤ X <	88.00
	Science	103.80				
			Low	44.00	≤ X <	66.00
			Very Low	X <	44.00	
Instrumentality	Social Science	20.22	Very High	X ≥	20.00	
			High	16.00	≤ X <	20.00
			Average	12.00	≤ X <	16.00
	Science	19.59				
			Low	8.00	≤ X <	12.00
			Very Low	X <	8.00	

The mean value of Attitudes toward Learning Situation for Social Science is 82.41 while the mean for Science is 80.62. It shows that variable Attitudes toward Leaning Situation in both of the groups is in the range $80.00 \leq X < 100.00$. Therefore, the level of Attitudes toward Learning Situation for neither Social Science nor Science is classified into "High" level.

The mean of Integrativeness for Social Science is 104.74 while the mean for Science is 103.80. It showed that variable Integrativeness in both of the groups is in the range $88.00 \leq X < 110.00$. Therefore, the level of Integrativeness for neither Social Science nor Science is classified into "High" level.

The mean of Instrumentality for Social Science is 22.22 while the mean for Science is 19.59. It shows that Instrumentality for Social Science is in the range $X > 20.00$ while Instrumentality for Science is in the range $X \geq 20.00$. Therefore, the level of Instrumentality for Social Science is classified into "Very High" while Science is classified into "High" level.

The result of mean ideals and standard deviation ideal for instrumentality in table 2 shows that the level of Instrumentality for Social Science is classified into "Very High" while Science is classified into "High" level. Among all variables, only instrumentality which shows there is a different level of motivation between Social Science and Science students. The possible explanation why the motivation of Social Science students is in very high level while Science students is in high level is because the possible future job for Social Science deals with language and culture. For example, those who are in Business Management Department have to know about language and culture as they have a bigger opportunity to deal with foreign people in their business. In the process of business negotiation with foreign people, they might use English as the communication language. Several departments which represent Social Science are much related to English such as Hospitality Management and Tourism Management. However, those who are dealing with exact science do not really deal with language and culture.

The result in table 2 also shows that there is a positive correlation between those three variables since all of them is in the high level. In order to have a clearer picture about how Attitudes toward Learning Situation, Integrativeness, and Instrumentaliy construct students' motivation in learning English, the writer also provides and like to discusses the findings in every indicator. The findings of Mean Ideals and Standard Deviation Ideals for Indicators can be seen in table 3.

Table 3. The result of Mean Ideals and Standard Deviation Ideals for Social Science and Science Background in All Indicators

Variable	Background of study	Indicator	Mean Value	Category of motivation level				
Attitudes toward Learning Situation	Social Science	TEACH	41.93	TEACH	Very High	$X \geq$	50.00	
					High	40.00	$\leq X <$	50.00
					Average	30.00	$\leq X <$	40.00
		CLASS	40.48					
					Low	20.00	$\leq X <$	30.00
					Very Low	$X <$	20.00	
	Science	TEACH	40.08	CLASS	Very High	$X \geq$	50.00	
					High	40.00	$\leq X <$	50.00
					Average	30.00	$\leq X <$	40.00
		CLASS	40.54					
					Low	20.00	$\leq X <$	30.00
					Very Low	$X <$	20.00	
Integrativeness	Social Science	IFL	47.88	IFL	Very High	$X \geq$	50.00	
					High	40.00	$\leq X <$	50.00
					Average	30.00	$\leq X <$	40.00
		IO	20.76					

Category	Subject	Indicator	Value	Indicator	Level	Lower	Range	Upper
					Low	20.00	≤ X <	30.00
					Very Low	X <	20.00	
		ALC	36.10	IO	Very High	X ≥	20.00	
					High	16.00	≤ X <	20.00
					Average	12.00	≤ X <	16.00
	Science	IFL	47.46		Low	8.00	≤ X <	12.00
					Very Low	X <	8.00	
				ALC	Very High	X ≥	40.00	
		IO	20.57		High	32.00	≤ X <	40.00
					Average	24.00	≤ X <	32.00
		ALC	35.77		Low	16.00	≤ X <	24.00
					Very Low	X <	16.00	
Instrumentality	Social Science	INST	20.22	INST	Very High	X ≥	20.00	
					High	16.00	≤ X <	20.00
					Average	12.00	≤ X <	16.00
	Science	INST	19.59		Low	8.00	≤ X <	12.00
					Very Low	X <	8.00	

From the results above, both Social Science and Science students have high level of motivation in indicator TEACH, CLASS, IFL, and ALC. While in indicator IO, both Social Science and Science are in very high level. For instrumental Orientation, Social Science is in very high level while Science is in high level.

Those results show several facts about students' motivation in learning English. Firstly, teacher has important role in increasing students' motivation to learn English. Students have high motivation to learn English if the teachers have good character, dynamic and interesting teaching style. Second, the class atmosphere which is not boring but filled with interesting activities helps students to be motivated in learning English. Moreover the material delivered in the class is also significant to students' motivation so they will not think that their English class is a really waste of time.

Third, the students have a big interest in the foreign languages themselves. They like to learn many foreign languages. Fourth, students show a big openness to take on the other culture especially English culture in this case. They like to study English because it will make them easily interact with English speaking people and by it learn the culture and way of life of those people. According to Gardner (2005), if someone's ethnicity is not a major part in his or her sense of identity and if he or she is interested in other cultural communities, he or she will be low in integrativeness. It means he or she will not be so open to take on the other culture. In this study, however, students show a big openness to take on the other culture. It could possibly means that they do not really take their own ethno-linguistic heritage as the major part in their sense of identity.

Fifth, students admit that they like native English speaker. Actually, the rate of direct interaction between students and Native English speakers is not high since in Surabaya, there are no many native English speakers which can be found. In Petra Christian University itself, students cannot easily interact with the native English speakers who are studying in this university, because the number of those native English speakers and frequency of meeting with them is so few. It showed that students' interest on Native English speakers does not come from a direct interaction with them. It is possible that the power of media such as movie, magazine, newspaper, social

media, etc gives the idea to the Indonesian people about the native speaker's character, values, ways of live, and impact in the world.

Sixth, the types of lesson and the future job of Social Science and Science take influence on determining students' motivation to Learn English.

CONCLUSION AND SUGGESTIONS

The result of this study showed that there is no significance difference between Social Science and Science students in their motivation. Therefore, the null hypothesis (H_0) is the hypothesis accepted in this study. It means that in this study, background of study does not have a big influence in determining students' motivation to learn English. It is possibly because in Indonesia, there is no perspective or culture among the community which differentiate social science and science students in learning English. However, the Socio-Educational Model of motivation is really influenced by the socio cultural factor. Among all variables constructing motivation, instrumentality is the variable which quite influenced by background of the study. It could be because the lessons learned in Social Science more dealing with language and culture rather than Science which mostly learned about exact science. The future job of Social Science also demands more interaction with other culture and using other languages.

Another finding showed the importance of teachers' role, activities in the class, and quality of material in increasing students' motivation to learn English. Also this study shows how open is the students in taking on other culture. High level of integrativeness showed that students do not put their own ethno-linguistic heritage as their own sense of identity. There is also a big is the influenced of media in determining students perceptions toward the English speaking people. Most of the respondents showed an interest to English speaking people even though they have never met those target language communities before. A very possible cause of this interest is the media especially television which shows the way of life of English speaking people. This study also proved the theory that there is a positive correlation between "Integrativeness with Attitudes toward Learning Situation" and "Integrativeness with Instrumentality" as all of the variables is in the high level.

With all those knowledge, teachers and parents can keep working together to increase students' motivation in learning English no matter in Social Science or Science background of study are they belonged to. In the level of learning situation teachers should show good characters, dynamic and interesting teaching style. The activities in class should have variation with a good quality of material. In the level of integrativeness, teachers and parents can introduce students to English speaking world and culture to make them open to learn other cultures and languages. In the level of instrumentality, teachers and parents can keep encouraging the students for both Science and Social Science about the mportance of English for their future.

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