

THE INVESTIGATION OF THE ENGLISH EDUCATION STUDY PROGRAM STUDENTS' MOTIVATION TREND IN LEARNING ENGLISH

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Abstrak: Tujuan dari penelitian ini adalah untuk menggambarkan kecenderungan motivasi mahasiswa-mahasiswa dalam belajar bahasa Inggris di kelas. Penelitian ini dilaksanakan menggunakan metode deskripsi. Peneliti menggunakan daftar pertanyaan dan wawancara sebagai alat-alat pengumpul data. Data penelitian ini diambil dari mahasiswa-mahasiswa Program Studi Bahasa Inggris semester dua, empat dan enam tahun 2011/2012. Hasil penelitian menunjukkan bahwa mahasiswa-mahasiswa semester dua, empat dan enam mempunyai pola motivasi yang kurang lebih sama. Terdapat juga tujuh faktor-faktor yang berpengaruh terhadap motivasi para mahasiswa dalam belajar bahasa Inggris, yaitu: goals, needs, interest and coriosity, attitude, expectancy and self efficacy, lecturers as the role model, course content and classroom, dan social identity.

Kata Kunci: Motivasi, kecenderungan motivasi

Abstract: This research entitled The Investigation of The English Education Study Program Students' Motivation Trend in Learning English. The purpose of this research is to describe students' motivation trend in learning English in the classroom. This research was done in descriptive study. The researcher used questionnaire and interview as the tools of collecting data. The research data are taken from 2nd, 4th, and 6th semester students of English Education Study Program year 2011/2012. The research finding showed that 2nd, 4th, and 6th semester students have more or less same patterns of motivation. There are also seven factors that contribute to students motivation in learning English, they are: goals, needs, interest and coriosity, attitude, expectancy and self efficacy, lecturers as the role model, course content and classroom, and social identity.

Keywords: Motivation, Motivation Trend

Motivation is suggestion or encouragement that will cause a person to do an act in order to achieve a certain goal, which appeared as given by one person to another or from ourselves, the encouragement intended to make a better achievement. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal directed behavior (Maehr & Meyer as cited in Brophy, 2010). There are five kinds of motivation in language learning which have been identified by Ellis (2003) and Brown (1994), they are: first, Instrumental Motivation. Baker & Jones (1998) define instrumental motivation in learning second language learning as a motivation where people learn second language to gain social recognition and status, economics openings and advantages. Second, Integrative Motivation. De Bot, Lowie, & Verspoor (2005) say that integrative motivation in second language learning is a motivation that based on “an interest in the second language and its culture and refers to the intention to become part of the culture.” Third, Resultative Motivation. Resultative motivation arises when learners who experience success or failure in second language learning become more or less motivated to learn (Churchill & Duffon, 2006). Fourth, Intrinsic Motivation. Intrinsic motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners’ particular interests and the extent to which they feel personally involved in learning activities (Dornyei, 2001). Fifth, Extrinsic Motivation. Churchill & Dufon (2006:233) says, “extrinsic motivation involves performing a behavior to receive some extrinsic reward or to avoid punishment; the focus is on something external to the learning activity itself.”

Nakata (2006:49) says, “motivation in learning a language occurs where learners find a meaning in learning that language in the society they live in, where using that language they can express their thoughts, exchange opinions with each other, and therefore feel they would like to learn that language continuously and autonomously.” Dornyei (2001) says” when we talk about prolonged learning activity such as mastering an L2, motivation cannot be viewed as a stable attribute of learning that remains constant for several months or years.” The motivation may decrease or increase over time caused by several factors. According to William & Burden in Dornyei (2001) there are some factor which influence motivation, they are: age, goals, need, interest (and curiosity), attitude, expectancy, self efficacy, native language proficiency, lecturers, course content and classroom atmosphere, social identity, and role models.

As Dornyei in Dornyei (2001) believed that it may be useful to include a time dimension – or temporal axis – in a motivation model that is to be applied to school learning, this research is designed to investigate the students motivation trend over three groups of students in terms of students’ instrumental, integrative resultative, intrinsic and extrinsic motivation. The purpose of conducting this research is to investigate three different groups of students’ level of motivation in learning English in classroom context. Due to that purpose, the writer writes the research questions as follows:

1. How does the level of motivation in learning English vary from semester 2, 4, and 6 students? What trend is shown by the data?
2. What factors contribute the students’ motivation in learning English?

From the research questions above, we can see clearly that this research build to find out the trend of motivation from three groups of students. The data of this research are analyzed in descriptive study. This research used to describe how the patterns of students' motivation trend in learning English over time and what factors contribute students motivation in learning English. So, the significance of this research is to help students to know the factors which significantly influence their motivation in order to increase their achievement. In addition, this research also informs the lecturers about the most significant factors that contribute to the changing of students motivation.

METHOD

This research used descriptive research as the methodology. Descriptive research involves "a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation" (Seliger, Goldberg, and Shohany, 1989:124) and is purposed "to study intensely a phenomenon to discover patterns and themes about life events when the researcher has specific questions about the phenomenon" (Parse, 2001:57). The questions include of what things are like, not why they are that way. This research used to describe how the patterns of students' motivation trend in learning English over time and what factors decrease students' motivation in learning English.

Population and sample are very important in descriptive research. The population of this research is the 2nd, 4th, and 6th semester students of A class English Study Program students in Tanjungpura University in academic year 2011/2012 while the sample of the present research involves 20 students from each semester who have been chosen randomly to answer the questionnaire. After answering the questionnaire, researcher will take 3 students from each semester who agreed to involve in the interviews. In the interview, researcher divided the students into 3 groups. Second semester students as group 1, 4th semester students as group 2, and 6th semester students as group 3.

The technique that was used in collecting data was direct and indirect technique. The researcher used questionnaire as the tool to ask participants' point of view indirectly. The researcher also interviewed the participants to ask about the factors which influence their motivation.

There are 20 questions in this questionnaire which are adapted from Gardner Attitude/Motivation Test Battery (1985). Gardner developed Attitude/Motivation Test Battery (AMTB) to measure second language learners' motivation. The AMTB consists of 130 questions with five point Linkert scale (Li, 2014).

Table 1
Table of Specifications of the Questionnaire

Purpose	Questions	Research Question
To know students' instrumental motivation	<ul style="list-style-type: none"> • My reason for learning English is for my future career. • My reason for learning English is to be good English speaker. • My reason for learning English is to get a good job. • My reason for learning English is to get a high GPA. 	1
To know students' intrinsic motivation	<ul style="list-style-type: none"> • I fell in love with English at the first sight, without particular reasons. • I find studying English very interesting. • Studying English is an enjoyable experience. • Learning English never wasting time. 	1
To know students' integrative motivation	<ul style="list-style-type: none"> • I learn English to help me to read English books. • I learn English to understand the English songs. • I learn English to know about the western culture. 	1
To know students' motivational intensity	<ul style="list-style-type: none"> • When I have a problem understanding something when learning in English classroom, I immediately ask the lecturer for help. • In fact, I have tried my best to learn English. 	1
To know students' extrinsic motivation	<ul style="list-style-type: none"> • I began to learn English because my parents required me to learn it. • I began to learn English because my friends learned English too. 	1
To know students' resultative motivation	<ul style="list-style-type: none"> • Having good English skills is very important to become successful in life. • Having good English means having good education and accomplishment. 	1
To know students' motivation development	<ul style="list-style-type: none"> • My GPA always increases from semester to semester. • I never get bored with studying English. • My interest in English grows more and more. 	1

Beside questionnaire researcher also use interview as a tool of data collecting. This research used open interview to see the respondents' consistency in answering the questions compared to their answers in questionnaire. The questions

will be in Indonesian and can be followed-up in the interview process. The researcher used Indonesian in order to decrease respondents' anxieties to used English in explaining their feelings. It is also to avoid their misunderstanding in answering the questions.

Before interviewing, researcher prepared a guide of open-ended question to be asked (Marais, 2004). The questions listed were not absolute questions to be asked. Probing or follows-up questions were uttered by the researcher in order to find-out more comprehensive explanations from the participants. Probing was done in a process of interview as the participants answered a question and researcher followed through that answer and then generated new questions but it was still an attempt to clarify the previous question. This table below show what covered by the questions in the interview.

Table 2
Table of Specifications of the Interview

Questions	Purpose
<ul style="list-style-type: none"> • Apa yang akan kamu lakukan setelah lulus nanti? • Bagaimana pengaruh Bahasa Inggris terhadap itu? 	Instrumental motivation
<ul style="list-style-type: none"> • Apa kamu pernah menargetkan nilai untuk setiap mata pelajaran? • Apa nilai terendah dan tertinggi kamu? • Bagaimana perasaan kamu saat mendapat nilai tersebut? • Apa pengaruhnya terhadap motivasi belajar kamu? 	Resultative Motivation
<ul style="list-style-type: none"> • Apakah sebenarnya kamu suka atau tidak dengan Bahasa Inggris? • Apakah kamu pernah merasa bosan belajar Bahasa Inggris? Kapan? • Kapan kamu merasa bersemangat belajar Bahasa Inggris? 	Intrinsic Motivation
<ul style="list-style-type: none"> • Apakah kamu suka mendengarkan lagu yang berbahasa Inggris? Lagu seperti apa yang kamu suka? Mengapa? • Apakah kamu suka membaca buku yang berbahasa Inggris? Buku seperti apa yang kamu suka? Mengapa? • Apakah kamu suka menonton film yang berbahasa Inggris? Film seperti apa yang kamu suka? Mengapa? 	Integrative Motivation

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- Siapa yang menyarankan kamu memilih jurusan ini?
 - Apakah kamu akan tetap memilih jurusan ini jika tanpa dukungan dari orang tersebut?
 - Apakah ada orang lain yang mendukung kamu?
 - Setelah kamu belajar di sini, bagaimana perasaan kamu? Mengapa?
 - Apakah suasana ruangan kelas seperti ini membuat kamu termotivasi untuk belajar?
 - Apakah teman-teman kamu di kelas membuat kamu termotivasi untuk belajar?
 - Apakah dosen-dosen bisa membuat kamu termotivasi dalam belajar? Apakah mereka bisa menjadi inspirasi dan contoh bagi kamu? Apa kamu sering bertanya pada dosen tentang pelajaran yang tidak kamu ketahui?
 - Apakah pelajaran-pelajaran di kelas bisa membuat kamu termotivasi dalam belajar?
 - Apakah ada hal-hal tertentu di kelas yang membuat kamu termotivasi/tidak termotivasi?
 - Apakah kamu termotivasi dengan keadaan yang seperti ini? Mengapa?
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Extrinsic Motivation

The procedures of data collecting in this research is researcher gave questionnaire to 60 students in 2nd, 4th, and 6th semester. Each semester contains of 20 students. They were asked to answer the questionnaire by using their experience and feeling during the language learning process. Then, after giving questionnaire, researcher selected three students who have been answer the questionnaire from each semester who agreed to do interview. They were going to be interviewed for around 15 to 20 minutes. In the interview, researcher tried to understand more how students' motivation and what factors that influenced their motivation.

The techniques that were used in collecting data were direct and indirect techniques. The researcher used questionnaire to know the trend of students' motivations indirectly. The researcher also directly interviewed the participants to ask about their motivation in learning English as a second language. Data collected from questionnaire was analyzed by researcher. Descriptive analyzes were mainly used to project participants' motivation trend from the three groups of students. The score of these alternative answers will be classified into Likert scale. Likert scale is

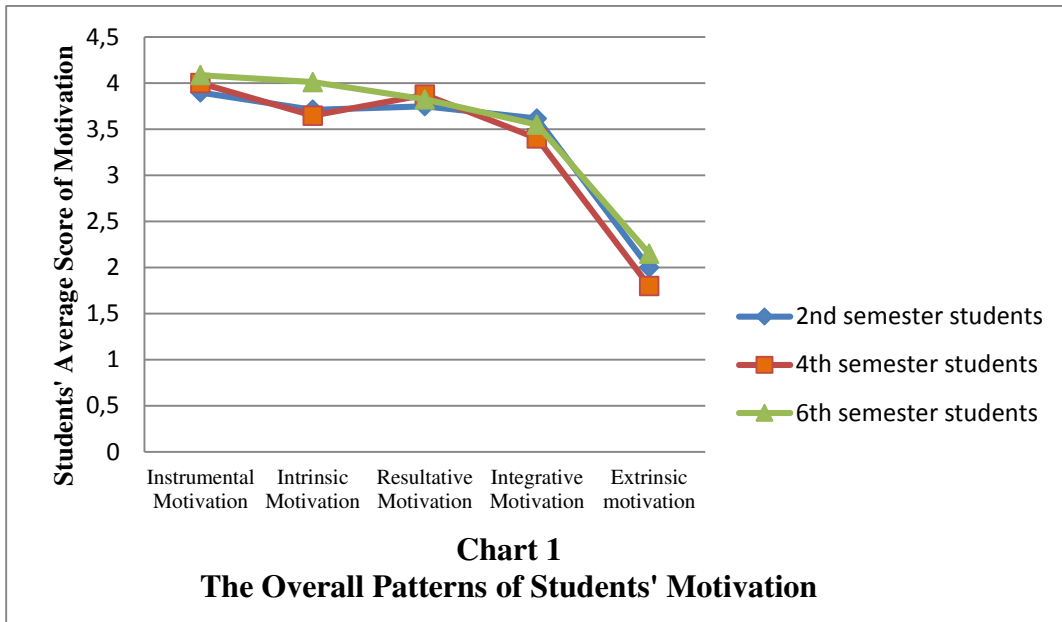
a survey scale which is developed by Rensis Likert (Ghuman and Aswathappa, 2010).

FINDINGS AND DISCUSSION

Findings

This research is purposed to find the students' level of motivation to investigate motivation fluctuation in learning English as a second language. It was conducted for English Study Program students at different semester to analyse how motivation change overtime and factors contributing to that change. However, at the end of the research, it is found that all participants; second, fourth, and sixth semester students show more or less same patterns of motivation.

Based on the calculation of students' responses in the questionnaire, the result showed that 6th semester students' instrumental motivation comes with the highest average score (4.0875). It is followed by 6th semester students' intrinsic motivation (4.0125) in the 2nd place. The 3rd place is 4th semester students' instrumental motivation (4). The instrumental motivation of 2nd semester students (3.9) is in the 4th place. Fourth semester students' resultative motivation (3.875) is in the 5th place. The 6th semester students' resultative motivation (3.825) is in the 6th place. Resultative motivation of 2nd semester students (3.75) is in the 7th place. Second semester students' Intrinsic motivation (3.7125), 4th semester students' intrinsic motivation (3.6375) are in the 8th and 9th place. The 2nd semester students' integrative motivation (3.6167) is in the 10th place. Each 11th and 12th positions are placed by 6th semester students' integrative motivation (3.55) and 4th semester students' integrative motivation (3.4). They are followed by 6th semester students' extrinsic motivation (2.15), 2nd semester students' extrinsic motivation (2), and 4th semester students' extrinsic motivation (1.8) in the 13th, 14th, 15th, and 16th place. This finding revealed that there were significant score between the highest and the lowest type of motivation. However, the motivation score in each type of motivation in each semester did not indicate significant difference. Detail about the calculation of the students' response frequency for 2nd, 4th, and 6th semester in the questionnaire and how the fluctuation across semester can be seen in chart 1, while chart 2, chart 3, and chart 4 are the details about students' motivation score in each semester.



Based on the chart 1, there is no significant difference in each type of motivation in each semester. In the other words, motivation is relatively stable across semester. It also show that this finding is different from what Dornyei (2001) said and what the researcher expected before that motivation will fluctuate across semester.

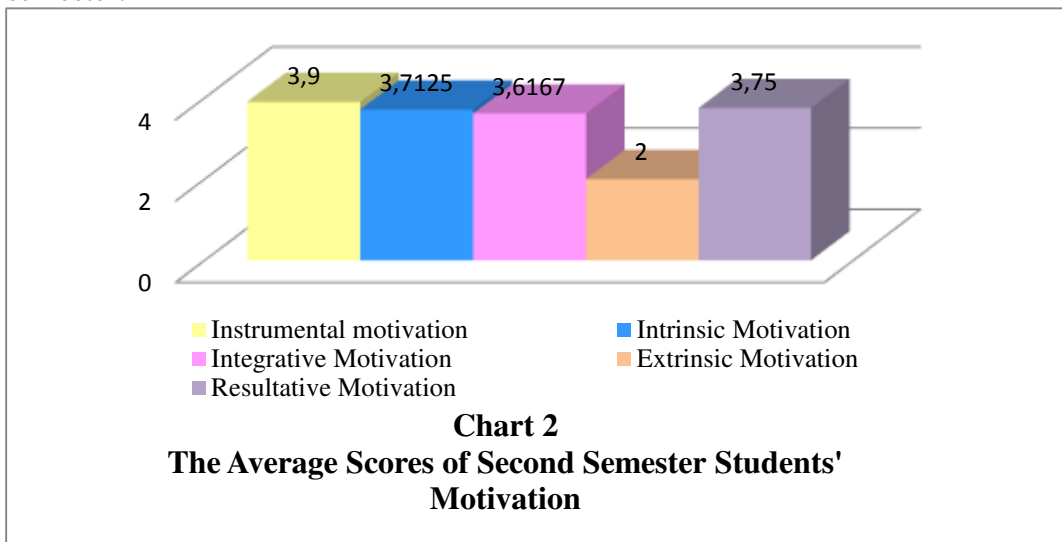


Chart 2 shows 2nd semester students' average score in each type of motivation. The instrumental motivation of 2nd semester students has the highest average score of motivation (3.9). The 2nd semester students' intrinsic motivation is in the second place with 3.7125. Resultative motivation of 2nd semester students (3.75) is in the third place, while the 2nd semester students' integrative motivation (3.6167) is in the fourth place. The last is 2nd semester students' extrinsic motivation (2) in the fifth place.

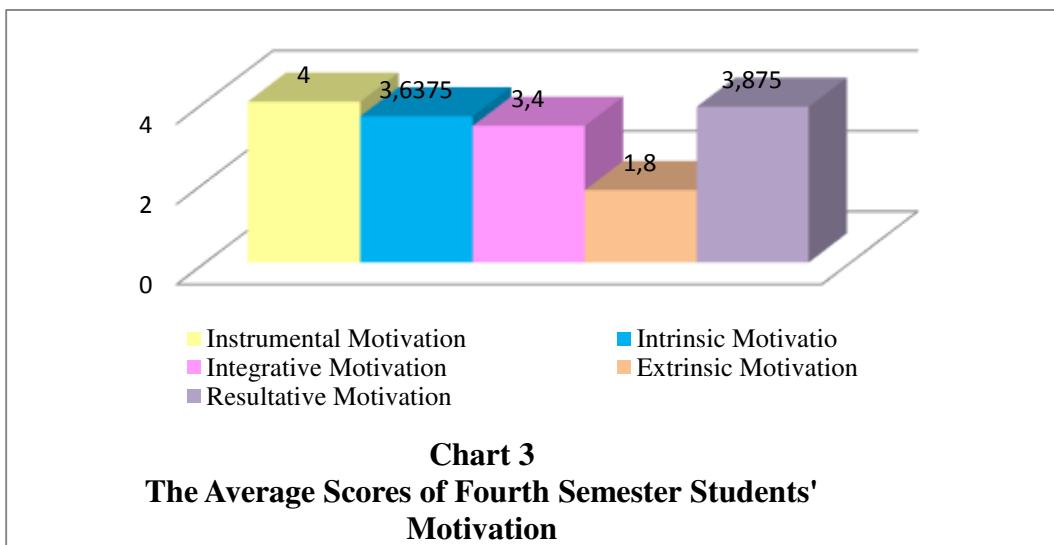
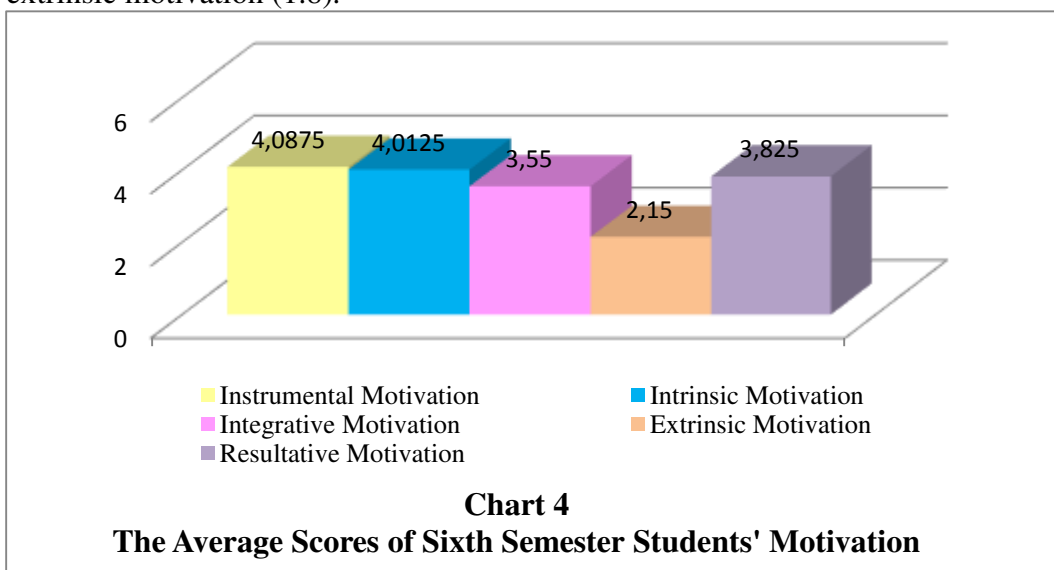


Chart 3 describes 4th semester students' average score in each type of motivation. The instrumental motivation of 4th semester students has the highest average score of motivation (4), while the 4th semester students' resultative motivation is in the second place with 3.875. The third place is 4th semester students' intrinsic motivation (3.6375). Each of the fourth and fifth place are placed by 4th semester students' integrative motivation (3.4) and 4th semester students' extrinsic motivation (1.8).



The above chart shows the result from 6th semester students' average score of motivation. The instrumental motivation of 6th semester students has the highest average score of motivation (4.0875). The 6th semester students' intrinsic motivation is in the second place with 4.0125. The third place is 6th semester students' resultative motivation (3.825), integrative motivation of 6th semester

students (3.55) is in the fourth place. The fifth place is 6th semester students' extrinsic motivation (2.15).

This research also create to find the factors that contribute to students' motivation. There are twelve factors that contribute to students' motivation according to William and Burden in Dornyei (2001); they are age, goals, need, interest and curiosity, attitude, expectancy, self efficacy, native language proficiency, lecturers, course content and classroom atmosphere, social identity, and role models. However, it does not mean that every student must have all of the factors to decrease his/her motivation. Based on 9 students' responses in the interview, the researcher found some factors that contribute to students' motivation, they are: goals, needs, interest and curiosity, attitude, expectancy and self efficacy, lecturers as the role model, course content and classroom atmosphere, and social identity.

Discussion

The aim of this research was to record the trend of 2nd, 4th and 6th semester groups of students' motivation when learning English in Subject A class in English study program of Teacher Training and Education Faculty, Tanjungpura University. The previous section described research findings related to the motivation trend from 2nd, 4th, and 6th semester groups of students motivation which was divided into seven parts; instrumental motivation, integrative motivation, intrinsic motivation, extrinsic motivation, resultative motivation, motivation development, and motivational intensity. There were also some factors that contribute to students' motivation.

This part discuss how the 2nd, 4th, and 6th semester students' instrumental, integrative, resultative, intrinsic and extrinsic motivation trend. First, instrumental motivation is a motivation where students learn English to gain a good job or a scholarship abroad. The 4th and 6th semester students have very high instrumental motivation with 4 and 4.0875 while 2nd semester students have high instrumental motivation with 3.9. We can see that students' instrumental motivation is relatively stable across semester.

Second, integrative motivation is a motivation where students want to learn English so that they can better understand and get to know the people who speak English. In this research, 4th semester students has 3.6375 while each 6th semester students and 2nd semester students has 3.55 and 3.6167. From the average integrative motivation scores we can see that integrative motivations are quite same across semester.

Third, resultative motivation is a motivation which concern with the relationship between motivation and achievement. In this motivation, 2nd semester students has 3.75 average score of resultative motivation, 4th semester students has 3.875 average score of resultative motivation, and 6th semester students has 3.825 average score of resultative motivation. From this result, we can conclude that resultative motivation shows more or less same patterns from 2nd, 4th, and 6th semester.

Four, intrinsic motivation involves enjoyment of learning a second language without any pressure. Intrinsic motivation needs strong curiosity and positive

attitude in learning process. Every 2nd, 4th, and 6th semester students have high intrinsic motivation. 2nd semester students average score of intrinsic motivation is 3.7125, 4th semester students average score of intrinsic motivation is 3.6375, and 6th semester students average score of intrinsic motivation is 4.0125. All of their average score of intrinsic motivation categorized as high intrinsic motivation and on the top of that, 6th semester students intrinsic motivation categorized as very high intrinsic motivation.

Five, the last type of motivations here is extrinsic motivation. Extrinsic motivation is a motivation when the learners aiming to get a reward or benefit, rather than for the enjoyment of the learning process itself. All of the groups of students moderate to have low rate of extrinsic motivation. 4th semester students has low average score of extrinsic motivation with 1.8 while 2nd and 6th semester students have moderate average score of extrinsic motivation.

There are some thoughts that external motivation automatically decreases intrinsic motivation. For example, Plotnik and Kouyoumdjian (2014) said that external rewards that are tied to doing minimal work or completing a specific project may decrease intrinsic motivation. Intrinsic motivation occurs when people tend to do what interests them. If individual did not find an activity interesting, he or she would not be intrinsically motivated for it. In this kind of situation, we require extrinsic motivation (Elliot & Dweck, 2005). Extrinsic motivation is used when external rewards need to energize or direct behavior (Weiner & Craighead, 2010).

According to these results, we can conclude that motivations are relatively stable across semester as Brauer (2001) says that “sometimes a change of motivation and attitudes does not occur” (p.57). K.-P. Wild & Krapp in Muller & palekcic (2005) said that university students have stronger stabilization of motivation compared to primary and secondary education. University students are granted more autonomous options concerning the choice of their subjects or what they want to study in the first place; they are more certain about their actual goals and abilities.

There are some factors that contribute to students’ motivation which found in this research, they are: goals, needs, interest and curiosity, attitude, expectancy and self efficacy, social identity, lecturers as the role models, course content and classroom atmosphere. These factors effect students’ motivation increased or decreased.

CONCLUSION AND SUGGESTION

Conclusion

The researcher would like to point out some points to conclude this research as follows: First, in every types of motivation, students’ motivation across semester is relatively stable. The 6th semester students have the highest score of motivation with 4.0875 instrumental motivation score while the 4th semester students have the lowest score of motivation with 1.8 extrinsic motivation score. Second, students states that there are seven factors contribute to their motivation in learning English. The factors are: goals, needs, interest and curiosity, attitude, expectancy and self efficacy, lecturers as the role model, course content and classroom; and social identity.

Suggestion

According to the findings and discussion from this research, there are some suggestions that can be drawn as follows: First, students need to reflect more on their language learning goals, needs, attitude, interest, curiosity, expectancy and self efficacy. The reflection may offer understanding on how to improve their motivation in language learning for their better achievement. Second, lecturers high enthusiasm in lecturing, good relationship with students and their high expectations for the students' learning can give positive influence for students' motivation.

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