

Motivation in Learning English: A Case Study of Students in the Indonesian Language Education Department

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ABSTRAK *(TNR, 12pt, bold)*

This study delves into the motivation of students in the Indonesian Language Education Department at Sultan Ageng Tirtayasa University, focusing on their interest in learning English. The research examines the integrative orientation of students towards English language learning, considering factors such as intrinsic motivation, cultural influences, and external sources of motivation. Through a combination of questionnaire data and interviews, the study reveals that a significant percentage of students exhibit a strong interest in English language learning, driven by personal motivation, parental support, and a fondness for the language. The findings underscore the importance of understanding students' motivations in language education and highlight the role of cultural factors in shaping their learning experiences. By shedding light on these motivational dynamics, this research contributes valuable insights to the field of language education and offers implications for enhancing teaching strategies and educational quality in the Indonesian context.

Keywords: *Motivation; Language Learning; Cultural Influences*

INTRODUCTION

Mastering English language skills is increasingly crucial in today's era of globalization, where proficiency in international communication is considered a valuable asset for various academic and professional purposes. In Indonesia, proficiency in English often serves as a significant benchmark for assessing the quality of human resources, both in the education sector and the workforce. Therefore, understanding how students, especially those in the Indonesian Language Education Department,

motivate themselves to learn English becomes crucial. This is essential to ensure they can compete globally and meet the demands of an increasingly complex market.

Students in the Indonesian Language Education Department primarily focus on Indonesian language and literature. However, within their curriculum, there is also a requirement to master English, both as part of academic requirements and as a skill supporting their career development in the future. Motivation for learning English among these students can vary, from academic necessity to personal desire to expand their language knowledge and skills. Various sources of motivation play a critical role in their learning process and engagement in English classes.

Intrinsic and extrinsic motivations are two main categories influencing English language learning. Intrinsic motivation refers to internal drives stemming from personal interest or enjoyment in learning the language itself, while extrinsic motivation is triggered by external factors such as academic requirements, social pressures, or career opportunities. For students in the Indonesian Language Education Department, motivation to learn English may also be related to the need to fulfill graduation requirements, obtain additional certifications, or prepare themselves for competition in a job market that increasingly demands English language proficiency.

Understanding students' motivation in learning English is not only related to their academic achievements but also to their readiness to face challenges in the professional world. This study aims to explore and analyze motivational factors influencing students in the Indonesian Language Education Department in learning English. Through this research, it is hoped that deeper insights can be gained into how motivation affects learning behavior and academic outcomes, as well as strategies that can be implemented to enhance motivation and, ultimately, students' English language proficiency. The findings of this research are expected to contribute significantly to the development of more effective curriculum and teaching methods.

This study is grounded in various relevant theories of motivation in language learning. Firstly, the Self-Determination Theory (Deci & Ryan, 1985) emphasizes the importance of basic psychological factors such as autonomy, competence, and relatedness in motivating students. In this context, students who feel in control of the learning process, perceive themselves as competent in language skills, and have good relationships with teachers and peers are likely to be more motivated to learn English. Furthermore, the Socio-Educational Model (Gardner & Lambert, 1972) distinguishes between integrative orientation, which reflects students' interest in integrating with the culture of native English speakers, and instrumental orientation, which emphasizes the practical benefits of mastering the language, such as academic advancement or career opportunities. This study also considers the Expectancy-Value Theory (Eccles & Wigfield, 2002), which emphasizes that students' motivation in language learning is influenced by their expectations of success and the value they place on mastering English for their personal and professional interests.

In the context of students majoring in Indonesian Language Education, the integration of these theories provides a deeper understanding of the dynamics of motivation in learning English. The combination of intrinsic motivations, such as interest in foreign culture and languages, and extrinsic

motivations, such as academic requirements and career prospects, plays a crucial role in shaping their attitudes and learning behaviors. Through a holistic analysis of these factors, this research not only offers valuable theoretical insights but also assists in the development of more effective and relevant teaching strategies to enhance motivation and English language learning outcomes among students in the Indonesian Language Education Department.

This study aims to comprehend the motivation of students in the Indonesian Language Education Department in learning English, focusing on motivational factors that drive them, such as personal interests, academic requirements, and career prospects, and how these motivations influence their learning behaviors. Additionally, the research explores the challenges and obstacles students face in learning English and how their motivations contribute to overcoming these challenges. Analysis will also examine the relationship between motivation levels and students' learning outcomes, identifying effective strategies and approaches to enhance their motivation in learning English.

The novelty of this research lies in its specific focus on the motivation of students in the Indonesian Language Education Department in learning English, a context rarely studied in depth. This study not only identifies unique motivational factors, such as the blend of academic needs, career preparation, and personal interests, but also examines specific challenges faced by students and the strategies they employ to overcome them. Furthermore, the research provides practical recommendations tailored to the specific needs of students, such as adjusting teaching methods and leveraging technology to enhance motivation and learning outcomes, thereby contributing new insights to improving the effectiveness of English language education in the context of Indonesian language education.

RESEARCH METHODS

This research employs a survey approach by distributing a questionnaire adapted from the Attitude Motivation Test Battery (AMTB). The results from the questionnaire are analyzed both quantitatively and descriptively. Data collection involves a questionnaire administered to respondents, specifically students from the Indonesian Language Education Department at Untirta. The questionnaire comprises 30 questions, which cover integrative orientation (7 questions), instrumental orientation (7 questions), attitudes towards instructors (6 questions), and attitudes towards the course (10 questions). Additionally, interviews are conducted to complement the questionnaire data and to provide data triangulation. A random sample of students is selected for these interviews. The respondents are students from the 2021 cohort of the Indonesian Language Education Department at Untirta.sub-headings.

RESULTS AND DISCUSSION

Social Cultural Motivation (Integrative Orientation) of Students in the Indonesian Language Education Department at Untirta

In the integrative aspect, there are 7 statements. From these statements, 34.46% of the respondent students strongly agree. Additionally, 38.21% of the respondent students agree. Furthermore, 13.93% of the students are uncertain, while the remaining 8.21% disagree and 5% strongly disagree. Apart from questionnaire data, insights were also gathered through interviews with students. The results of the interviews indicate that a majority of respondent students have a strong interest and motivation to participate in English language learning. In addition to self-motivation, they also derive motivation from their parents and their surrounding environment. Moreover, their pride and fondness for English language further support their high interest in learning English.

Students in the Indonesian Language Education Department at Untirta emphasize the importance of factors influencing students in developing interest in integrative-oriented English language learning. This integrative orientation encompasses not only intrinsic motivation towards the language itself but also a desire to understand and engage with the cultures that the language represents. Students in the Indonesian Language Education Department at Sultan Ageng Tirtayasa University (Untirta) may be driven to learn English because they see it as a means to explore the values, traditions, and cultural practices of native speaker communities.

The influence of the educational environment also plays a significant role in shaping this socio-cultural motivation. Factors such as a curriculum enriched with English cultural content, extracurricular activities promoting cross-cultural interactions, and support from teachers who understand the importance of this motivation can all strengthen students' integrative orientation. This not only enriches their learning experiences but also prepares them to be more open-minded and understanding of cultural differences in the current global environment.

The implications of this discussion are highly relevant for curriculum development and teaching methods in the Indonesian Language Education Department. By integrating cultural aspects into the curriculum, using materials that represent the cultural diversity of English, and encouraging learning experiences that involve direct interaction with native speakers, language education can become more engaging and relevant for students. This approach not only enhances their English language competence but also prepares them to face global challenges in their future careers in Indonesia.

Motivation of students in the Indonesian Language Education Department at Untirta viewed from academic and career goals

In the instrumental aspect, the respondent students also showed a positive response to the seven statements provided. This can be seen from the statistics indicating that 32.68% of the respondent students strongly agreed with the statements. The highest percentage was shown in the agree response, with a percentage of 41.25%. Additionally, only 16.07% of the students were uncertain, while the remaining 8.39% and 1.61% disagreed and strongly disagreed, respectively.

The discussion on the motivation of students in the Indonesian Language Education Department at Untirta, viewed from academic and career perspectives, reveals a complex landscape influencing their decisions to enter and pursue this program of study. Academically, many students are interested in delving deeply into English language studies and understanding the fundamental linguistic theories behind it. They motivate themselves to develop the professional competencies necessary to become effective English language educators at the formal education level. This goal often serves as a primary driver in their choice of higher education in English language education, as they believe the knowledge they gain will prepare them for success in their teaching careers.

From a career perspective, students' motivation in the Indonesian Language Education Department is also closely tied to their professional aspirations. Many see this program as a gateway to entering various career paths, such as teaching in secondary schools or universities, or pursuing careers in related fields such as translation, writing, or language training. Motivation to achieve career success in the English language industry, increasingly crucial in the era of globalization, provides additional impetus for students to enroll in and successfully complete their studies.

The dynamics of student motivation are also influenced by their learning experiences within the program, interactions with faculty members, and opportunities for practical fieldwork. These factors often determine whether their motivation strengthens or shifts course during their academic journey. Furthermore, adapting to recent developments in education and the English language industry can also impact students' motivational focus, making a deep understanding of these dynamics essential for the development of relevant and effective education in the future.

Students' Attitudes Towards Lectures in the Indonesian Language Education Department at Untirta

In the aspect of students' attitudes towards English lectures, the diagram above shows less positive outcomes. However, this does not entirely indicate a negative attitude of students towards English lectures. Out of the 10 statements provided, 7 were negative statements. Therefore, the high percentages of uncertainty and disagreement, at 34.50% and 26.25% respectively, actually reflect positive statistics regarding students' attitudes towards English lectures.

Students in the Indonesian Language Education Department at Untirta exhibit diverse attitudes towards their lectures, encompassing responses to the learning process, interactions with faculty and peers, and the use of supportive resources such as facilities and technology. These attitudes can reflect their level of motivation, satisfaction with their learning experiences, and perceptions of the quality of education they receive.

Another important aspect of this discussion is the analysis of factors influencing students' attitudes towards lectures. This includes evaluating the presented curriculum, the teaching methodologies

applied, and the overall academic environment. Students' perceptions of the relevance of learning materials to their practical and academic needs also play a crucial role in understanding their attitudes towards the lecture experience.

A thorough discussion on the attitudes of students in the Indonesian Language Education Department at Untirta towards lectures not only provides insights into their learning experiences but also lays a strong foundation for the development of more effective teaching strategies and the enhancement of educational quality within the department.

CONCLUSIONS

This study reveals that motivation plays a key role in driving students in the Indonesian Language Education Department at Sultan Ageng Tirtayasa University to learn English. Factors such as intrinsic motivation, cultural influences, and external sources of motivation impact students' interest in English language learning. Through a combination of questionnaire data and interviews, the research shows that a significant number of students demonstrate a strong interest in learning English, driven by personal motivation, parental support, and a fondness for the language. These findings underscore the importance of understanding students' motivations in language education and highlight the influence of cultural factors on their learning experiences. By uncovering these motivational dynamics, this study provides valuable insights for the field of language education and offers implications for enhancing teaching strategies and educational quality in the Indonesian context.

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