

A MOTIVATIONAL STUDY ON LEARNING ENGLISH AS A FOREIGN LANGUAGE (EFL) IN THE EXTENDED LEARNING PROGRAM

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ABSTRACT

This study is a case study and aims to explore the motivation why the students learn English, how it emerged during the teaching and learning English, what type of learning motivation and how the students perceived the Extended English Program at the Faculty of Language and Literature, State University of Makassar, and the impact of the program towards their English Achievement. The researcher used the descriptive qualitative method. The data were collected from four respondents through questionnaire, observation, and interview. The data were analyzed through some steps like collecting, reducing, classifying and describing. The results of the research showed that (i) most of the respondents had the integrative motivation in learning English, and they expected to be easier to come by a job (ii) the students' motivation emerged in the classroom during the teaching and learning processes when they met and exchange ideas in the classroom from the different majors, and (iii) they perceived the program and its application positive, (vi) and the impact to their English achievement was related to their motivation by means of the energetic and active participants tended to have higher English Achievement. They believed by having the two degrees or capabilities, they will certainly be easier to apply, to find and to improve jobs, status and career.

Keywords: *motivation, perception, instrumental and integrative motivation.*

INTRODUCTION

Learning motivation is a key factor in the success of learning. It may be either instrumental or integrative motivation. Motivation includes an individual characteristic or individual differences in language learning which can boost up learners to act in order to achieve the learning objective. Uno (2013: 03) simply defines motivation as a desire to learn based willingness to effort that brings effect on the mastery of any subject like language. (Meanwhile, Brophy, J., 2004). Also asserts that motivation is one of the most essential aspects in the success in learning English. In short, motivation is meant to have a real intent in learning English, or is really eager to learn English for a certain purpose.

Motivation is a psychological aspect coming from the inside of human beings. The purpose for learning for human beings tends to be various rather than single. Harmer in this case Deci, E. L.

& Ryan, R. M (1985) argued that there are at least two broad types of purposes of why people study the language, that's intrinsic and extrinsic motivations. Intrinsic motivation occurs in inner part of human beings like expectations in the future or one's ambition. Meanwhile, extrinsic motivation deals with aspects outside the individual such as parent, teacher and societal members.

A wise language instructor is a person that should comprehensively recognize the actual reasons why his/her students learn English. It is because he/she importantly wants to know the language practices that really occur in the target language community (TLC) and to identify better achievement or career. The motivation underlines the students learn English may be well recognized by the language instructor through asking the students some common questions such as "Why do people learn English?" "Why do you study English?" "How do you learn

English?”. They probably respond that English is an international language, or they plan to go overseas or to come by a good job, or to study the western culture. Soon after getting the answers from the EFL students, other questions are then posed to them by the lectures like: “Have you ever spoken in English in a international situation?”, Do you think that anyone who speaks fluently in English has ever been in abroad? or “Do all people who speak English get a good job. There are still more peculiar questions that may be related to this matter so that we can get a deeper understanding about learning motivation.

Today many English learners attempt to study English to get a certificate in English short or long courses, such as a two week course of London Village (LV Makassar), English upgrading of Letters faculty of Moslem University of Indonesia (UMI) Makassar, or English community at Kediri in east Java. These EFL learners need English in order to have Basic English conversation before going sailing, or before getting a better job. Additionally, the students of Business English who have graduated from Diploma III at Faculty of Language and Literature, UNM need to upgrade their English by continuing their study into undergraduate program of English education at UNM. These two study programs are basically of different orientations. So it is questionable why the students upgraded their education in the different study program that may probably change their educational orientation that’s from Business to Education. Importantly, we need more information about this learning circumstance so that the policy makers or person who concerned with may be expected to anticipate the side effects of this educational reorientation in EFL.

METHOD

The study was designed in a descriptive qualitative research in order to get a deep understanding about the motivational characteristics of the students who followed the extended English program from Business English (diploma III) to English Education (S1). Through comprehensive narrative and visual qualitative data (Gay, Mills. E.G and Airasian P, 2006) the researcher expected to obtain a deep understanding or insight of the motivational phenomena like what motivational types underline the reasons students upgrade their education in a different study program, in what situation the learning motivation emerged, and how they perceived the new program that they took.

The data were collected by observing the students’ learning behavior either the classroom activities or outdoor activities (Brumfit, C. & Mitchell R., 1984). The classroom activities include their classroom presence, task submission, classroom interaction both with peers and language instructors, group discussion and classroom presentation involvement etc. Meanwhile, the data about perception towards learning in the new but different study program were obtained by executing a dept interview to the students and the language instructors. The information about students’ perception includes students’ ambition, opinion, feeling, expectation of learning English in the program. The language instructors were also interviewed to get the data about the program and the students who took the program. There were four students interviewed with the consideration that they were active and outstanding students in the program; they were in the final year of the study, meaning that they were still consistent in the chosen program and they were more experienced than the new ones, while the language instructors were chosen

because they taught in the program a relatively long time.

The researcher also used a semi-structured interview (Eloff, I. & Ebersson, L., 2004) . By this way, the iterative or repeating steps were carried out in order to precisely and appropriately describe all things that happened in the setting. The data processing was executed through these ways (a) reading, the researcher in this account carefully recited all the memos in the field notes and transcription; (b) describing, he then developed a comprehensive description of the participants' setting that stimulated the social phenomenon studied in order to set up the completeness of the research; (c) classifying, all the data were broken down into smaller parts and displayed the pertinent portions together in a more general analytic form. Finally the data were classified or coded and categorized them into pieces and grouped them into themes. At last, those themes were interpreted in a descriptive way.

RESULTS

a. Acting based on different learning motives

Referring to the data from the observed activities and the interview, of the four informants in this study only one informant took the extended English program based on the instrumental motivation while the others embraced the integrative motivation to stimulate their learning activities in the program. In this account learning English as a foreign language was not underlined on a single but various motives such as to improve English because English is an international language. They believed that speaking in English well may greatly induce a prestigious position of the speakers. Besides that, having a good English competence and performance makes someone, as they believed; easier to come by a job because English is really needed

in the big and benefited companies. One of the informants asserted that after graduating from this program she would have accepted two kinds of certificates that's Business English Certificate and English Education certificate. By this way, she said that she would get more chances to get jobs not merely to be a teacher. In relation to this, in fact many studies on motivational account have proved that there are two common types of motivation, integrative and instrumental motivation. Integrative motivation was mainly characterized by a desire to learn more about the language group either first or second. Learning a new language, for example, makes someone meets different people and attempts to affiliate to meet more, and be accepted by the group of language being learned. On the other hand, instrumental motivation tends to be more utilitarian value, and places on language study to anticipate usefulness in one's career. Based on the interview with the informant whose instrumental motivation, she learned English due to get a good career or career advancement in the future. The instrumental motivation is meant by her describes that a situation which students believe that mastery of the target language will be instrumental in getting them a better job, better position, and better status (Harmer, 1991).

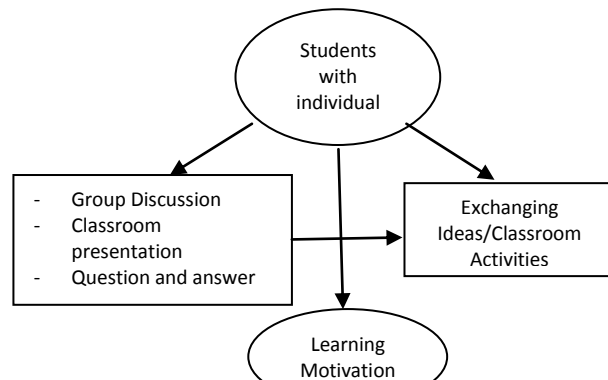
b. Factors stimulated emergence of learning Motivation

Learning motivation was a kind of desire that stimulated actions to learn English by the informants. Motivation process emerged in the learning process through different stages by focusing on the classroom engagement. The informants seemed to be more active in the classroom learning activities. They took part in different classroom activities. They participated actively in any account of classroom presentation. They prepared

everything related to the power point presentation that made them get prepared to a good performance. To them, the classroom presentation was a challenging and compelling activity that may train their self-confidence in public speaking. One of the informants asserted that at first time he performed the classroom presentation, he was very nervous and awkward to speak in everybody’s eye. However, it gradually downgraded following the frequent presentations performed by him. One of the things that made him interested is using electronic device. He could improvise the presentation with beautiful pictures or animations. He really believed that this activity forced him to speak. He said in his heart “if is not now, so when.

Another triggering factor of learning motivation was group discussion activity. This activity was one of the frequently used activities in this program. They got together in a small group to discuss the certain topic and get the solution of the problem. Group discussion activity was enjoying because the topic was interesting to speak about. The selected topics were closely related to their daily activities so that they could practice speaking with their friends because they had background knowledge of the topics such sports, songs, social activities, celebrity activities and hobby etc. One of the informant proclaimed that she liked the group discussion activities because sometime she might debate her friends’ opinion. When he could debate or argue his friends’ opinion, he sometimes felt satisfied because he could freely express his opinion using English. He did care whether his English was excellent or not, or the content was right or wrong. The most important thing was speaking with full confidence. Moreover, when the language instructor paid attention to how the group discussion participants actively participated, speaking was a nice activity.

The other factor boosting up the learning motivation was question and answer activity. The language instructor sometimes freely asked questions to see whether the students could respond or not. Answering the questions posed to class was another satisfaction in the part of the respondents. People in the class both peers and language instructors attentively listened to what someone was talking about. One of the participants stated that speaking in front of the class was another challenging activity. Imagine, even speaking in Indonesia in front of the class was prestigious, let alone speaking in English. It leads us to conclude that learning motivation may be increased with interactive classroom activities or student center approach that’s learning activities which provided more chances for the learners to act based on their own initiatives.



Based on the theory of motivational psychology (Dornyei : 2003) and if it is related to the classroom activities, a person may determine a self-choice in initiating and regulating his actions in order to create self-autonomy. This idea leads to two kinds of motivations that’s intrinsic and extrinsic motivation. The former refers to an individual desire to perform a certain action based on the internal gains such as joy, pleasure, feeling of safety, satisfaction. The former is, on the other hand, the activities by students were aimed to obtain extrinsic gains such as satisfied visit to English speaking countries or teacher praises.

How Learners Perceived the Program Extended English Program

Perception defines as perception is someone's direct responses from one thing through his/her five senses, or someone's process to know something from five senses. The aspects of Students' perceptions refer to thought, beliefs and feelings about persons, situations and event (Eccles, J. S., 2002). Most of the informants in this research perceived the program positive in building up their learning motivation. The language practices in the program were meaningful to encourage their self-confidence and the frequent speaking practices successfully reduced gradually their anxiety during speaking activities. The topics proposed for language learning were relevant and compelling. The topics involved in the language skills reflected the daily activities and current and relevant issue that were familiar to them. One of the informants asserted that some of the subjects existed in the previous study program (business English) were continued in this program so that the relevancy was still sustained. She felt proud of the program because soon after graduating from the program she would have got two certificates meaning that her chance to get a job extended because she could work as a language instructor or a staff in a company. This positive perception towards the program was an advantage that may stimulate the learning motivations. They like the ways language instructors presented the teaching materials, appropriate and suitable schedule.

The three informants in this research were found to have higher motivation in learning. They looked very active, highly communicative, energetic, moreover based on the documentation data, the three participants also achieved good scores of their subjects. Based on this fact, it leads us to conclude that the

higher motivational students also tend to have high scores in English subjects.

CONCLUSIONS

From the findings, it leads us to concludes that the students tend to base their learning activities with integrative motivation, only one of them underlines his learning activity with instrumental motivation. The classroom language practices may be related to intrinsic and extrinsic a factor of motivation. They also had ambition to go abroad, to get a job easily because they can speak English fluently. However, by speaking English well, they feel to dignify themselves because English is an international language. Therefore, they came to the extended English program in order to achieve this ambition and expectation. This program has helped them to improve their English because of this learning motivation. By this way, the learning motivation induced the higher scores in the English subjects.

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