**An analysis of Non-English Students’ Motivation in EFL Classroom**

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**Abstract**

The aimed of this research were to find out (1) the motivation of the Non-English students’ department at STMIK Handayani Makassar in learning EFL; (2) the influential factors of the Non-English Students’ motivation at STMIK Handayani Makassar in learning EFL; (3) the types of motivation dominantly influence the Non-English Students at STMIK Handayani Makassar in learning EFL, and (4) how to maintain and improve the Non-English Students’ motivation at STMIK Handayani Makassar in learning EFL. This research employed descriptive qualitative research design. It applied purposive random sampling technique. The participants of this research were twenty students, they are TI/ 1 Extensive: 10 students and SI/ 1: 10 students. The data were collected by using the self report and interview. The self report was used to gather the data about motivation of the Non-English Department and the interview was done to support and strengthen the data of self report about Non-English students motivation in learning English.The result of research showed that (1) all of the Non-English students at STMIK Handayani Makassar were motivated in learning EFL; (2) there are eight factors influence the non-English students’ motivation in learning EFL, either internal factor or external factor. The internal factor, such as: The goal setting, expectancy, self confidence and the external factor, such as: the lecturer, the classroom environment, the activities and materials and also the relevance as well as feedback; (3) The types of motivation dominantly influence the Non-English students’ motivation at STMIK Handayani Makassar in learning EFL were instrumental motivation, and (4) to maintain and improve the students’ motivation in learning EFL were the lecturers have to deliver the material well by using the simple language and make the situation of the classroom was comfortable. Besides, the lecturers have to be communicative, creative, patient, enthusiastic, relax and like smiling.

**Keywords**: *Non-English Students, English as a foreign language (EFL), Motivation.*

1. **Introduction**

Motivation is considered as an integral part in the achievement of any goals. It is an important factor that has a positive influence in any educational learning process especially in learning a foreign language such as English whether by English students or Non-English students department. Besides, Motivation becomes one of the most important factors that affecting students’ performance of English learning. It is appropriate with Pintrich & Schunk (1996) who say that motivation influences how and why people learn as well as how they perform. Accordingly, Salvin in Rehman (2014: 345) says that motivation as an internal process that activates, guides and maintains behaviour over time.

In addition, Dörnyei (2001) says, “motivation concerns the direction and magnitude of human behavior and it can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity”. Therefore, in doing some activities such us learning EFL (English as a Foreign language), the learners have to own a highly motivation for achieving the goals. Certainly, the measurement of motivation can be done by seeing the students’ attitudes, interest and values. But to know the motivation there is one way namely identifying indicators, because our ability to measure is restricted on something concrete that can be identified by our senses. Therefore, we do not see motivation but we see the attitudes.

In Indonesia notably Makassar (South Sulawesi), English is studied as a compulsory subject for all the college students either from English majors or Non-English majors. Nevertheless, the fact in this country English learning is mainly conducted in the classrooms where the language is not typically used as the medium of ordinary communication and students have had very little opportunity to use English outside the classroom. Besides, the materials are inappropriate with the students’ need for helping the students in improving the English proficiency. Souvannasy et al in Mulyani (2013) identifies that teaching and learning English implementation still has shortages of textbooks, inqualified English teachers and also unstandardized curriculum.

Unstandardized curriculum or inappropriate curriculum means that English teachers have made inappropriate syllabus and have taught students with teaching materials that are not based on the students’ needs. Considering those reasons, the teachers need better teaching materials. Therefore, I want to try looking for something new in order this research is meaningful and useful by analysing the Non-English Students department in learning EFL (English as a Foreign Language). I chooses information system (SI) and Technical Information (TI) department at STMIK Handayani Makassar as a Non-English department of this research.

STMIK Handayani is one of all private high schools or institutions in Makassar which is located at jl. Adiyaksa Baru/ Number 1, Makassar.This institution focused on the evolving of information and communication technology. Besides, English has become compulsory for the students who registered in this campus . The students who are at the first up to third semester have to follow English as a general subject.

1. **Research Questions**

Based on the background above, the research questions can be formulated are as follows:

1. What is the motivation of the Non-English students’ department at STMIK Handayani Makassar in learning EFL?
2. What are the influential factors of the Non-English Students’ motivation at STMIK Handayani Makassar in learning EFL?
3. What types of motivation dominantly influence the Non-English Students at STMIK Handayani Makassar in learning EFL?
4. How to maintain and improve the Non-English Students’ motivation at STMIK Handayani Makassar in learning EFL?
5. **Literature Review**
6. *What is Motivation?*

Woolfolk (1998: 372) in Rehman, et al. (2014: 1) defines “Motivation as an internal state that arouses, directs and maintains behavior”. He defines motivation as a way to arouse the spirit and maintain behaviour internally.

Salvin (2001: 345) in Rehman, et al. (2014: 1) defines, “Motivation as an internal process that activates, guides and maintains behavior over time”. He says that motivation can be used to activates, maintain, guide the behaviour from the internal process of someone.

According to Gardner (1985), “motivation is a much more important predictor than ability and aptitude in successful language learning. It is a drive that sustains and raises our interests and directs our behavior to achieve a certain goal. Whilst there may be interest in achieving a goal, an action to instigate that goal should be taken and effort expended is required”. He considered that motivation is more essential than ability and aptitude of the people in the case of sucsessful language learning, but that motivation has to be followed by actions for achieving the goals.

Based on the definitions above, it can be inferred that motivation can be considered as a process that influences the success of L2 learning. Finding definitions to clarify the term of motivation tends to be complex.

1. *Kinds of Motivation*

There are two kinds of motivation, they are as follows:

* 1. *Intrinsic Motivation*

Woolfolk (1998: 374) in Rehman, et al. (2014: 2) defines intrinsicmotivation as , “ Motivation that stems from factors such as interest or curiosity”. In addition, Intrinsic motivation is defined as “the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan and Deci, 2000: 70). According to Dornyei (2001:27) “intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction. When intrinsic motivation occupies a student, extrinsic motivation becomes null. This student will now be motivated to do things for his or herself without the presence of a tangible reward. This child will have much hope for success in the future.That is, intrinsic motivation relates to students’ genuine interest in learning; however, extrinsic motivation is associated with their practical reasons for learning. Whilst there is a clear-cut distinction between the two, there remains the question of which of them is a stronger indicator of learning success”.

* 1. *Extrinsic Motivation*

According to Santrock (2004: 418) in Rehman, et al. (2014: 2) “Extrinsicmotivation involves doing something to obtain something else (a means to an end)”. Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation. As it has been discussed earlier that the types of motivation vary from context to context as viewed by Ellis (1997) Now the question arises that which type would be more effective in our indonesian context. Furthermore, the study with possibly provide a sufficient insight in understanding the students priorities and will discuss some innovations and improvements regarding ELT and L2 learning.

According to Dornyei (2001:27) “extrinsic motivation involves performing of behavior as a means to an end, that is, to receive some extrinsic rewards (e.g. good grade) or to avoid punishment. Extrinsic motivation is said to be unproductive for the future. Many times teachers use extrinsic motivation in the classroom. It may be productive for the class; but the student will continue to have problems with motivation in the future. When a child completes a task or behavior based on a reward, there is no permanent change. The child will only repeat the action again for another reward. Grades are probably the most positive example of extrinsic motivation. Many students are driven by grades for higher education and future jobs. When rewards such as candy and toys are used to gain student motivation it can be considered bribery”.

1. *Types of Motivation*

There are two types of motivation, they are as follows:

* 1. *Integrative motivation*

Ellis (1997) explains that “learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language”. Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to an openness to identify at least in part with another language community.

“Integrativeness is one of the three components in Gardner’s model of integrative motivation” (Gardner, 2001). It is interrelated to the other two components attitude toward the learning situation and motivation. “Integrative motivation is the desire to integrate oneself into the target culture. An individual with integrative motivation demonstrates interest in learning the language in order to communicate with the members of the second language community” (Gardner and Lambert, 1992).

“The importance of integrative motivation to success in language learning has attracted attention globally and has become a key theme in motivation research”(Gardner, et al 1985). Gardner (2007) conducted a study on the English grades of Spanish students and concluded that integrativeness had the greatest influence on motivation.

* 1. *Instrumental motivation*

Ellis (1997:75) says “Instrumental motivation is the utilitarian counterpart of integrative orientation in Gardner’s theory, pertaining to the potential pragmatic gains of second language proficiency, such as getting a better job, or higher salary. Learners may make efforts to learn second language for some functional reason to pass an examination, to get a better job, or to get a place at university, getting a salary/ bonus or getting into college”.

Gardner and Lambert (1992) considered “ instrumental motivation as a means to get social and economic reward through L2 Learning. In addition, instrumental motivation is defined as the desire to learn a language for a pragmatic purpose, such as employment or obtaining a degree. To make a clear distinction between the two, an individual with an integrative motive is one who has a genuine interest in communicating with the members of the target language or community and one who has a favorable attitude toward the language learning situation. On the other hand, a person with instrumental motivation is motivated to learn the language because of some practical goals, such as the requirement of a school subject towards obtaining a degree”.

1. *Characteristics of the Students’ Motivation*

Naiman in Kasman, (2006: 7) makes conclusion that there are certain typical characteristics in student’s motivation. Some of these are:

* Positive task orientation

The learner is willing to tackle tasks and challenges and has confidence in his or her success.

* Ego-involvement

The learner finds it important to succeed in learning in order to maintain and promote his or her own (Positive) self-image.

* Need for achievement

The learner has a need to achieve to overcome difficulties and succeed in what he or she out to do.

* High aspirations

The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

* Goal orientation

The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

* Perseverance

The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress

* Tolerance of ambiguity

The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion. Masluder in Alamsyah (2007:21) states that the students can be said as motivated students’ if they pay attention to learning English, follow all given instruction in English learning, and complete assignments which given by his or her teacher.

1. *The Influential Factors of Motivation*

The comprehensive framework of the L2 motivation was made by Williams and Burden (1997) “as part of a larger overview of psychology for language teachers, which includes internal factors (relating to learners’ aspects) and external factors (relating to external context)”. With reference to both the frameworks, he presumes that motivation can be influenced by the following aspects and intend to explore them empirically:

* 1. *Internal Factors*

People’s motivation is greatly affected by their perceptions of themselves, and by whether they see themselves as in control of their actions (Williams and Burden 1997: 137).

* *Goals Setting*

Oxford and Shearin (1994) conclude that goal setting can have exceptional importance in stimulating L2 learning motivation. Schunk (1991) cited in Rueda and Chen (2005) points out that “the effects of goals on learning behavior depend on three properties: specificity, proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students’ motivation”. According to Dörnyei (1998) “Proximal goals convey more reliable information about one’s capabilities and, proximal subgoals may have a powerful motivating function in that they mark progress and provide immediate incentive and feedback”.“The difficulty of a goal influences the amount of effort a learner believes to be necessary to complete the task. In making decisions to engage in an activity, setting appropriate goals becomes an important part of motivated behavior so that the decision can be carried out and the required effort sustained” (Williams and Burden 1997).

* *Expectancy*

“According to expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual’s expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual’s positive motivation” (Dörnyei 2001). “Learners who think they are likely to succeed are more highly motivated than those who expect to fail”(Crookes and Schmidt: 1991).

* *Anxiety*

Language anxiety is one of the important affective factors in foreign language learning. According to Horwitz and Cope (1986:125), anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. In their study, they proposed a model of foreign language anxiety, which consists of communication apprehension, test anxiety, and fear of negative evaluation. As Stipek (1988) says, “anxiety interferes both with learning and with performance”. According to Krashen (1982), “anxiety works as an affective filter, which prevents students from receiving input and then makes language acquisition fails to progress” (cited in Horwitz et al. 1986).

* *Self-Confidence*

“Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently” (Dörnyei 2001). Self-confidence was first introduced in the L2 literature by Clément, Gardner and Smythe (1977) to describe a powerful mediating process in multi-ethnic settings that affects a person’s motivation to learn and use a L2. As Dörnyei (1994) says “self-confidence is shown to be a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community”.

* *Self-efficacy*

Dörnyei (1998) says that “self-efficacy refers to people’s judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed”. According to Williams and Burden (1997), aptitudes and prior experiences will affect learners’ initial beliefs about their capabilities for learning. As Bandura (1993 cited in Dörnyei 1998:119) summarizes “efficacy beliefs influence how people feel, think, motivate themselves, and behave”.

* 1. *External Factors*

Since learning never occurs in a vacuum, it is essential to take contextual variables into account. Although they will be interpreted differently by each individual learner, they will nevertheless have a profound impact on a person’s initial level of motivational arousal and also their continuing persistence in seeking to achieve selected goals (Williams and Burden 1997:139).

* *Teachers*

As Williams and Burden (1997: 133) state, “learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners’ motivation. The first is the teacher’s personality or nature which is likely to influence learners’ personal feelings about their teachers or even the language class itself. Therefore, students’ perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn. The second is the teacher’s teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity”.

* *Activities and Materials*

“A central element of classroom learning is the design of tasks and learning activities. Students’ perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time” (Good 1983 cited in Ames 1992:263). According to Ames, “tasks or activities that involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control”. Besides activities, materials also play an important role in motivating students’ learning. According to Crookes and Schmidt (1991), “the factor of interest is important for materials. Instead of using orthodox materials, using varied materials with varied typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students’ interest and those materials can work as positive stimuli to arouse learners’ curiosity and sustain their motivation”.

* *Relevance*

Dörnyei (1994: 277) states that “relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. He further explains that at a macro level, relevance coincides with instrumentality; at the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering”. “Relevance is a prerequisite for “sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation” (Keller 1983: 406 cited in Crookes and Schmidt 1991: 481). “It can be enhanced by analyzing and addressing learner needs and goals in language study, as well as by addressing such basic needs as the need for achievement, for affiliation, and for power” (Schmidt, et. al: 1996).

* *Feedback*

According to Williams and Burden (1997), “behavioral psychologists were the first to recognize the power of feedback as motivating influence”. “Feedback can be an important factor (either positive or negative) that affects student motivation” (Schmidt et al. 1996). “It can be given by means of praise, by any relevant comment or action, or by silence, but external reinforcers in the form of rewards, merit marks or simple praise, are often considered to be excellent ways of motivating under achieving or reluctant learners” (Wheldall and Merrett 1984 cited in Williams and Burden 1997). Furthermore, “feedback that provides information for promoting progress and success is motivating, while feedback that fails to give this kind of information and merely signals failure is demotivating” (Schmidt et al.1996).

* *Classroom Environment*

“The importance of the appropriate environmental conditions for learning to take place cannot be underestimated” (Williams and Burden 1997), because as Good and Brophy (1986) state, “learning is greatly influenced by the environment in which it occurs. However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others. Williams and Burden mention that the greater the degree of concordance between one’ ideal classroom and the actual classroom, the greater the degree of satisfaction there is likely to be”.

1. **Research Methods**
2. *Participants*

The participants of this research were the Information System and Technical Information students of STMIK Handayani Makassar at the first semester in academic year of 2015/2016. They were two classes, one class from Information System department and another class from Technical Information department of STMIK Handayani Makassar. I chose twenty students as the informants of this research, they are TI/ 1 Extensive: 10 students and SI/ 1: 10 students. The technique of gathering the sample was purposive random sampling. The data was gathered with special consideration. The considerations were: these students were considered to know more about what we hope from this research and it would be easier in getting the data by I, (Sugiyono, 2001: 301).

1. *Instruments*

I applied descriptive qualitative research design. Nevertheless, the instruments of this research were as follows:

* 1. *Self Report*

Self-reports are derived from participants’ free descriptions of their own feeling and personalities. I may request a focus on certain trait domains, or be as loose as possible with an instruction. The advantages of self-reports are efficient and inexpensive. It requires only the cooperation of the target person; in contrast, the collection of informant ratings, behavior assessment, or life data, (Robins, et al 1997: 224).

* 1. *Interview*

Interviews are ways for participants to get involved and talk about their views. In addition, Cohen, et al (2000: 267) explain “ … the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.” According to Gray (2004: 214)There are many reasons to use interviews for collecting data and using it as a research instrument, such as: there is a need to attain highly personalized data, there are opportunities required for probing, a good return rate is important, and informants are not fluent in the native language of the country, or where they have difficulties with written language.

In this research, I applied semi-structured interviews of this research. The type of this interviews are non-standardized and are frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis. I have a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked (David, & Sutton, 2004: 87).

1. *Data Analysis*

In analysing the data, I used descriptive analysis by using both of instruments. They were as follows:

* 1. *Self Report*

This instrument was used to gather the data in written form of the Non-English Department. The aim was to know the students’ motivation deeper by reporting and telling their feeling honestly in the paper. The techniques of using this instrument were firstly, typing and translating the self report of the students from Indonesian into English. Secondly, choosing and matching the self reports of the students which are related to the focus of this research.

* 1. *Interview*

The interview was done to support and strengthen the data of self report about Non-English students motivation in learning English. I applied semi-structured interview to the participants of this research and interviewed ten students from SI and ten students also from TI departments as a sample of Non-English department in this research. The process of interview was recorded and taken some pictures by using a camera. The techniques of using interview were firstly, I conducted semi-structured interview to the students from both of Non-English department, either from SI or TI students. Secondly, transcribing and translating the result of interviews from Indonesian into English. Thirdly, making extracts from the transcription and choosing the statements that appropriate with the focus of this research. Lastly, classifying and matching the students’ answer with the data from the self report.

1. **Results and Discussion**
	* + 1. *The motivation of the Non-English students department at STMIK Handayani Makassar in learning EFL.*

The learning process in the classroom notably learning English, this term namely motivation has to be involved. Motivation affects on our behaviour, the more highly-motivated the students are, they will be more active in doing some activities, such us: learning EFL. Previously, I had drawn an inference about the definition of motivation from the experts as a process that influences the success of L2 learning. In words, motivation is manipulating, inspiring, and persuading learners in a way to advocate and boost their professional aims. The illustration about the motivation of the Non-English students at STMIK Handayani in learning EFL from both of instruments either in the self report or in the interview were represented in the table below:

Table 4.21 The Motivation of the Non-English Students Department

|  |  |  |
| --- | --- | --- |
| **Informant** | **Motivated** | **Unmotivated** |
| 1st informant | √ | - |
| 2nd informant | √ | - |
| 3rd informant | √ | **-** |
| 4th informant | √ | - |
| 5th informant | √ | - |
| 6th informant | √ | - |
| 7th informant | √ | - |
| 8th informant | √ | - |
| 9th informant | √ | - |
| 10th informant | √ | - |
| 11th informant | √ | - |
| 12th informant | √ | - |
| 13th informant | √ | - |
| 14th informant | √ | - |
| 15th informant | √ | - |
| 16th informant | √ | - |
| 17th informant | √ | - |
| 18th informant | √ | - |
| 19th informant | √ | - |
| 20th informant | √ | - |

The discussion of the findings of self report given to the students to collect data revealed that all of the informants or Non-English students’ were motivated in learning EFL (English as a foreign language). It referred to the findings below based on the self report and interview from the seventeenth informant:

The seventeenth informant also said that the language programs in the computer use English. She thought that by learning English she is able to facilitate in making the programs and develop her business but she realizes that English is actually difficult for her. Besides, based on the interview, she admitted that she has high motivation in learning English but she felt that it is difficult for her. See her statement below:

1. From the self report

***Question:***

***Do you have motivation to learn English in your department? Yes or No, Explain your reason!***

***Answer:***

***Yes, because if we want to learn language program in the computer, we also use English. Therefore, by learning English can help and facilitate someone in making program as well as can help to develop the business. Even though, it’s actually difficult. (17th informant/Nildawati/Information System)***

1. From the interview

***Interviewer :*** *Jadi kamu suka belajar bahasa Inggris atau tidak?**Jujur****(Do you like learning English or not? Be honest***

***Interviewee :*** *Sebenarnya suka pak cuman susah. yaa harus menghapal kosakata, banyak yang harus dihapal pak yang kayak rumus-rumus itu.* ***(Actually, I like it sir but difficult. I Have to memorize the vocabulary, there are many formulas wich have to be memorized.)***

***Interviewer :*** *Jujur yahh..apakah kamu memiliki motivasi dalam belajar bahasa Inggris?****(Honestly, do you have motivation in learning English?***

***Interviewee :*** *Iyya pak.* ***(Yes, sir)***

***Interviewer :*** *Rendah, sedang atau tinggi?****(Low, moderate or high?)***

***Interviewee :*** *Tinggi.* ***(High). (17th informant/Nildawati/Information System)***

* + - 1. *The influential factors of the Non-English Students’ motivation at STMIK Handayani Makassar in learning EFL*

The comprehensive framework of the L2 motivation was made by Williams and Burden (1997) “as part of a larger overview of psychology for language teachers, which includes internal factors (relating to learners’ aspects) and external factors (relating to external context)”. With reference to both the frameworks, he presumes that motivation can be influenced by the following aspects and intend to explore them empirically:

Table 4.22 The influential factors of the Non-English Students’ Motivation

|  |  |
| --- | --- |
| **Findings** | **The Framework of motivation based on the theory** |
| **Self Report and Interview** | **Internal factor** | **External Factor** |
| Job factors and technological factors | -  | The relevance |
| Future factors and objectives | The goal setting | -  |
| Communicate with the foreigners and want to show the ability, dream, expectation,dream, ambition | The expectancy | -  |
| Self confidence | Self confidence |   |
| Materials | -  | The activities and materials |
| The classroom environment and the facility of the classroom | -  | The classroom environment |
| The lecturer |  - | The lecturer |
| Feedback |  - | Feedback |

 The table above shows that there are eight factors influence the non-English students’ motivation in learning EFL, either internal factor or external factor. The internal factor, such as: The goal setting, expectancy, self confidence and the external factor, such as: the lecturer, the classroom environment, the activities and materials and also the relevance as well as feedback. The findings of the table above based on the self report and interview. The findings were illustrated below from the seventeenth respondent:

The seventeehth informant stated in the self report that the factors influence her motivation in learning English are her objective and dream. She has an objective to conduct a business either in Indonesia or in abroad. See her statement below:

1. From the self report

***Question:***

***What factors can influence your motivation in learning English? Explain your reason!***

***Answer:***

***My objective and dream which can make me more motivated in learning English. The reason maybe because I want to develop my business not only in Indonesia but also in abroad. Thus, by learning English I want to create my objective and dream.***

***(17th informant/Nildawati/Information System)***

1. From the interview

In the interview, she also expressed the factors which are appropriate with in the self report above. See her statement below:

***Interviewer :****Ya..menurut kamu faktor-faktor apasaja yang bisa mempengaruhi motivasi kamu dalam belajar bahasa Inggris? Apa kira-kira yang bisa mempengaruhi?****( Yes, Based on your point of view, what factors influence your motivation in learning English?)***

***Interviewee :*** *Tujuan, impian* ***(Objective, dream)***

***Interviewer :*** *Kenapa impian? Karena kamu memiliki mimpi?* ***(Why is dream? Because you have dream?***

***Interviewee :*** *Iyye’..hehe* ***(Yes, hehe)***

***Interviewer :*** *Apa lagi faltor-faktor yang lain?* ***(What factors else?)***

***Interviewee :*** *Ituji pak.* ***(That’s all sir).***

 ***(17th informant/Nildawati/Information System)***

 There were seven informants who mentioned the goal setting as one of all factor influences their motivation in learning EFL, such as the first informant who said future factor in the self report, the fourth, the seventh, the tenth, the seventeenth, the eighteenth and also the twentieth informants said objective factors influence their motivation in learning EFL. As according to Schunk (1991) cited in Rueda and Chen (2005) points out that “the effects of goals on learning behavior depend on three properties: specificity, proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students’ motivation”.

 There were ten informants who said the expectancy as one of all factor influences their motivation in learning EFL, such as the first, the second, the sixth, the ninth, the eleventh, and the twelfth informants have desire to communicate with the foreigners. In addition, the fourteenth informant has expectation in the future, the sixteenth informant also has desire to able to speak English and the seventeenth informant has a dream while the twentieth informant has ambition in the future. Because according to the expectancy-value theories, “motivation to perform various tasks is the product of two key factors: the individual’s expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual’s positive motivation” (Dörnyei 2001).

There were three informants who presented the self confidence as one of all factor influences their motivation in learning EFL, such as the fourth, the thirteenth, and the twentieth informants who said that self confidence can influence their motivation in learning English. According to Dörnyei (2001) “Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently”.

There were six informants who mentioned the lecturer as one of all factor influences their motivation in learning EFL, such as the first, the eight, the fourteenth, the fifteenth, the eighteenth and the twentieth informants said that the lecturer can influence their motivation in learning English. As Williams and Burden (1997: 133) state, “learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners’ motivation. The first is the teacher’s personality or nature which is likely to influence learners’ personal feelings about their teachers or even the language class itself. The second is the teacher’s teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity”.

 There were eleven informants who mentioned the classroom environment as one of all factor influences their motivation in learning EFL, such as the first, the third, the fifth, the sixth, the thirteenth, the fifteenth, and the twentieth informants mentioned that the environmental factor influences their motivation in learning English. Besides, the seventh, the eleventh, and the fourteenth said that the situation of the classroom in learning and teaching process which refer to the classroom environment. In addition the sixteenth informant said that the facility of the classroom also refers to the classroom environment. As according to Williams and Burden (1997), “The importance of the appropriate environmental conditions for learning to take place cannot be underestimated” because as Good and Brophy (1986) state, “learning is greatly influenced by the environment in which it occurs.

There were two informants who said the activities and materials as one of all factor influences their motivation in learning EFL, such as the fourth informant directly mentioned the materials can affect the informant’s motivation while the seventh informants said that the way of the lecturers in teaching which also refers to the activities and materials in the classroom can affect the students’ motivation in learning English. As according to Ames, “tasks or activities that involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control”.

There were seven informants who said the relevance as one of all factor influences their motivation in learning EFL. There were five informants who said that English would be useful for their job in the future, such as: the first, the ninth, the twelfth, the thirteenth and the fifteenth. Besides, there were two informants who said the technological factor can influence their motivation in learning English, such as: the third and the twentieth informants. The researcher incorporated job and technological factors as the relevance because English has relevance with the students department and also necessary for the students’ personal needs later. As Dörnyei (1994: 277) states that “relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals”.

There was one informant who said the feedback as one of all factor influences their motivation in learning EFL, such as the seventh informant said that if English has feedback to the informant personally, so it will influence the informants’ motivation in learning English. As Schmidt et al. (1996) state “Feedback can be an important factor (either positive or negative) that affects student motivation”.

* + - 1. *The types of motivation dominantly influence the Non-English students’ at STMIK Handayani Makassar in learning EFL*

Many theories of language learning motivation tend to be social-psychological, among which the most influential is Gardner's socio-educational model, including attitudes, motivations and anxiety variables (Gardner, et al: 1988). Integrative orientation and instrumental orientation are two important factors in his theory. An integrative orientation occurs when learners hold favorable attitudes to the language/culture, and wish to identify with the culture of speakers of that language. An instrumental orientation refers to the utility value of learning a second/foreign language, such as passing examinations, financial rewards or future career. Burke (2004) found that aspects of integrative motivation are related to greater motivational effort as well as better language competence in learning a second language. An instrumental orientation was likely related to outcomes such as job-seeking and social status. The findings were illustrated below from the seventeenth respondent:

The seventeenth informant said that she learns English Because she wants to communicate with the native speaker and she thought that English will be useful for her career in the future. See her statement below:

1. The data from self report

***Question:***

***Do you learn English just for want to communicate with the language communities/ the native speakers or do you learn English because you think that English is useful for your future? Explain your reason specifically!***

 ***Answer:***

***Besides I want to communicate with the native speaker, I’ also regard as English can help my career in the future.***

 ***(17th informant/Nildawati/Information System)***

1. The data from interview

In the interview, the seventeenth repondent expressed that she has a desire to go abroad and to develop her business either in Indonesia or in abroad. Thus, it means that she learns English for communicating with the foreigners and having a certain objective. See her statement below:

***Interviewer :*** *Jadi kamu belajar bahasa Inggris karena ingin berkomunikasi dengan orang asing atau hanya karena tujuan-tujuan tertentu? (****So, Do you learn English just for want to communicate with the native speakers or for the certain aims?***

***Interviewee :*** *Dua-duanya pak.* ***(Both of them sir)***

***Interviewer :*** *Kenapa dua-duanya?****(Why do you say both of them?)***

***Interviewee :*** *Karena kan siapa tahu suatu saat nanti kan keluar negeri seumpanya masa’ ndak bisaki bicara sama orang asing pak.* ***Because who knows if I go to abroad, certainly we will communicate with the foreigners)***

***Interviewer :*** *Ada mimpinya keluar negeri?* ***(Do you have dream to go abroad?)***

***Interviewee :*** *Iyya ada.* ***(Yes sir)***

***Interviewer :*** *Kalau tujuan-tujuan tertentu?****(How about the certain aims)***

***Interviewee :*** *Kayak pengembangan bisnis. Kan tidak selamanya harus di Indonesia pengembangan bisnis pak.* ***Such as developing the business. It’s not forever if we want to develop the business just in Indonesia sir.)***

***(17th informant/Nildawati/Information System)***

Table 4.17 The Types of Non-English Students’ Motivation

|  |  |  |  |
| --- | --- | --- | --- |
| Informant | Integrative Motivation | Instrumental Motivation | Both |
| 17th informant | - | - | √ |

The findings of the research were illustrated on the table below:

Table 4.23 The Types of Motivation Dominantly Influence

the Non-English Students’ department

|  |  |  |  |
| --- | --- | --- | --- |
| Informant | Integrative Motivation | Instrumental Motivation | Both |
| 1st informant | - | - | √ |
| 2nd informant |  - | -  | √  |
| 3rd informant |  - |  - |  √ |
| 4th informant |  - |  - |  √ |
| 5th informant |  - | √  |  - |
| 6th informant |  - |  - |  √ |
| 7th informant |  - |  - |  √ |
| 8th informant |  - |  - |  √ |
| 9th informant |  - | √  |  - |
| 10th informant |  - |  - |  √ |
| 11th informant |  - |  - |  √ |
| 12th informant |  - | √  |  - |
| 13th informant |  - |  √ |  - |
| 14th informant |  - |  - |  √ |
| 15th informant |  - |  - |  √ |
| 16th informant |  - |  - |  √ |
| 17th informant |  - |  - |  √ |
| 18th informant |  - |  - |  √ |
| 19th informant |  - |  - |  √ |
| 20th informant |  - |  - |  √ |

The table above shows that based on the self report and the interview data. There were sixteen informants who said that their motivation were influenced by both of factors, either integrative motivation or instrumental motivation. Whereas, the four informant said that the factor influences their motivation in learning EFL was just the instrumental factor. Thus, it means that the types of motivation dominantly influence the Non-English students’ motivation in learning EFL at STMIK Handayani were instrumental motivation.

Comparing with the reference to the previous research, it was noted that they are at variance with others. This is in harmony with Qashoa (2006) found that the learners have a higher degree of instrumentality than integrativeness. It is also same with Garonov and Fakieh (2009) opined that EFL learning is more influenced by instrumental motivation where as ESL learning is more dependent on integrative motivation. On the other hand, the findings of this study were different from those of researchers in other countries (Vijchulata & Lee, 1985; Benson, 1991) as the findings of the latter studies showed that integrative reasons were preferred over instrumental ones.

Moiinvaziri (2009) “gave a different view from the researchers who considered instrumental motivation important for EFL learning. He concluded that in English Language learning both instrumental & integrative motivation are important. The researchers above found the different result about instrumental and integrative motivation. Besides, another researcher says that both of them are very important in English language learning. It means that the findings of this research were same with Qashoa (2006), Garonov and Fakieh (2009) and (Vijchulata & Lee, 1985; Benson, 1991). So that, the researcher received the view of Moiivaziri (2009) who considered that in English language learning both instrumental and integrative motivation are important.

* + - 1. *How to maintain and improve the Non-English Students’ motivation at STMIK Handayani Makassar in learning EFL.*

According to Gardner (1985), “motivation is a much more important predictor than ability and aptitude in successful language learning. It is a drive that sustains and raises our interests and directs our behavior to achieve a certain goal”. He considered that motivation is more essential than ability and aptitude of the people in the case of successful language learning, but that motivation has to be followed by actions for achieving the goals. Therefore, it is extremely essential to maintain and improve the students’ motivation in learning EFL. There are fourteen informants focused on the lecturers who are considered could maintain and improve the students’ motivation in learning English. The findings of the data based on the self report and interview from the seventeenth informant were illustrated as follows:

The seventeenth informant based on the self report said that her ideal and dream can increase his motivation in learning English. See her statement below:

1. The data from self report

***Question:***

***Based on your point of view, What can make your motivation increase in learning English? Explain your reason specifically!***

***Answer:***

***One of all which can make my motivation increase is my ideal and dream.***

***(17th informant/Nildawati/Information System)***

1. The data from interview

In the interview, the seventeenth informant said that the teachers don’t give too much materials but give conversation practice more. See her statement below:

***Interviewer :*** *Ituji..ya pertanyaan terakhir, apa saja yang bisa membuat motivasi kamu bisa meningkat dalam belajar bahasa Inggris?* ***(that’s all. The last question, what makes your motivation can increase in learning English?)***

***Interviewee :*** *Cita-cita pak* ***(Ideal sir)***

***Interviewer :*** *Maksudnya apa yang bisa dilakukan oleh STMIK Handayani agar membuat motivasimu meningkat?* ***(I mean, what can be done by STMIK Handayani to increase your motivation?)***

***Interviewee :*** *Ohh..mungkin jangan terlalu banyak materi, jelaskan sedikit dulu penjelasannya dan kebanyakan praktek bicara.* ***(Oh.. maybe, don’t give too much materials, give a little explanation and more practical in talking. (17th informant/Nildawati/Information System)***

Based on the self report and interview, there are also five informants who suggested adding the time or schedules of English lesson because the informants thought that the schedule was not enough to learn and master English. The informants are the first, the sixth, the thirteenth, the fifteenth, and the eighteenth informants. On the other hand, the second informant said that the management of the classroom should be well-arranged. In addition, the fifth and fifteenth informants focused on the facility. They thought that the facility of the campus was still less and should be added. Moreover, the twentieth informant suggested that all of the signs at the campus such as: the rooms, toilet and so forth should use English and Indonesian in order that the students always memorize the vocabularies.

1. **Conclusion**

 This research is an endeavor to analyze the Non-English students’ motivation in EFL Classroom. Based on the findings and discussion in the previous one, I put forward the following conclusions based on the self report and interview: (1) All of the Non-English students at STMIK Handayani Makassar were motivated in learning English as a foreign language (EFL); (2) There are eight factors influence the non-English students’ motivation in learning EFL, either internal factor or external factor. The internal factor, such as: The goal setting, expectancy, self confidence and the external factor, such as: the lecturer, the classroom environment, the activities and materials and also the relevance as well as feedback; (3) The types of motivation dominantly influence the Non-English students’ motivation at STMIK Handayani Makassar in learning EFL were instrumental motivation but most of the informants stated that both of integrative and instrumental motivation influence their motivation; (4) To maintain and improve the Non-English students motivation at STMIK Handayani Makassar in learning EFL are the lecturers have to deliver the material well by using the simple language and make the situation of the classroom is comfortable. Besides, the lecturers have to be communicative, creative, patient, enthusiastic, relax and like smiling. In addition, the time or the schedule of English lesson can be added and also the management of the classroom should be well-arranged as well as the facility of the campus should be added or completed.

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