

Non-English Students' English Learning Motivation

Fakhri Khusaini

(English Education Department, STKIP Taman Siswa Bima)

Email: indonesianlongman@gmail.com

Abstract

(Non-English Students' English Learning Motivation). English is very important to learn by students in all majors, but students in two non-English majors in Bima town rarely attend English meeting held in campus. Therefore, this research was conducted to find out how non-English students' motivation to learn English is. This research used a qualitative descriptive method using an instrument in the form of a motivation questionnaire. The research results showed that non-English students have high motivation in learning English.

Keyword: *Learning Motivation, English, non-English Students.*

Abstrak

Bahasa Inggris sangat penting di pelajari oleh mahasiswa semua jurusan, namun mahasiswa di dua jurusan non-English di Bima sangat jarang mengikuti kelas – kelas bahasa Inggris yang diadakan di kampus. Oleh karena itu penelitian ini dilakukan untuk mencari tahu bagaimana motivasi belajar bahasa Inggris mahasiswa non-English. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan instrument berupa kuesioner motivasi. Hasil penelitian menunjukkan bahwa mahasiswa non-English memiliki motivasi yang tinggi dalam mempelajari bahasa Inggris.

Kata Kunci: Motivasi belajar, bahasa inggris, mahasiswa non-English

INTRODUCTION

Motivation encourages a person to do many things in his life, one of which is learning English. Gardner (2001) explains that motivation is an essential element in determining a person's success in learning a new language in the classroom. This opinion is reinforced by Dincer & Yesilyurt (2017) who state that motivation also determines whether a person is successful or not in learning a foreign language.

Subakthiasih & Putri (2020) state that there are two types of motivation in learning a foreign language; integrative motivation and instrumental motivation. Motivation to learn English refers to internal or external drives that influence individuals to develop abilities and skills in learning English. This motivation may stem from factors such as personal goals, academic or professional needs, interest in British culture, or social recognition. Motivation to learn English is very important because it can increase enthusiasm and persistence in learning the language, expand educational and career opportunities, and enable more effective communication with native English speakers.

English is a general subject that must be studied by all students of department (Irawan,

et al. 2022). Therefore, everyone must have the motivation to learn English, both students who choose to major in English, and students who major in non-English such as the PGSD and PJKR majors at STKIP TSB.

Based on the author's observations, PGSD and PJKR students at STKIP TSB are less motivated to learn English, even though English is an important asset in learning as students and as prospective teachers. In the last three years, the campus has also routinely carried out of Basic English training programs such as English meetings and speaking classes, but there are still not enough students participating in these programs.

Many studies have been conducted to find out students' motivation to learn English, including: Purnama, et al (2019), Dörnyei and Ushioda (2009), Dörnyei (1998), Oxford and Shearin (1994), Studokusumo, S. (2018). However, some of these studies focus on comparing the intrinsic and extrinsic motivation of students in English majors. Without trying to find out how motivated to learn English students majoring in PGSD and PJKR are. Therefore, the author is interested in finding the answer to the question "how is the motivation to learn English for students majoring in non-English".

METHOD

This research is descriptive qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words about individual characteristics, circumstances, symptoms of certain groups that can be observed. Descriptive qualitative is a research method used to search for, classify and analyze natural phenomena (Purnama et al. 2019). The subjects of this research were 80 second semester students at STKIP Taman Siswa Bima, 40 students majoring in PGSD and 40 students majoring in PJKR.

The author uses a questionnaire as a data collection instrument. The questionnaire was adopted from Clement, Dornyei, & Noels (1994). There are 10 questions in English that are used to measure student motivation. Students are instructed to answer by choosing 4 answer categories, namely: strongly agree (strongly agree), agree (agree), disagree (disagree), and strongly disagree (strongly disagree). Students emphasized to answer based on their own opinions and feelings and are given 10 minutes and then returned to the author.

The 10 statements in the questionnaire are (1) I really like learning English, (2) Studying English is necessary to me because it will enable me to know new people from different parts of the world, (3) Studying English is significant to me because I would like to learn as many foreign languages as possible, (4) Studying English is prominent to me because an educated person is supposed to be able to speak English, (5) Studying English is prominent to me so that I can be a more knowledgeable person, (6) Studying English is important to me so that I can broaden my outlook, (7) Studying English is obligatory to me because I may need it later (for job, studies), (8) Studying English is substantial to me so that I can understand English-speaking films, videos, TV, or radio, (9) Studying English is consequential to me so that I can read English books, newspapers or magazines, (10) Studying English is salient to me because I would like to spend sometimes abroad. These statements were translated into

Indonesian before being distributed to make it easier for students to understand them.

RESULTS AND DISCUSSION

After the questionnaire was filled in by 80 non-English students, the results were collected back to the author and then analyzed using the percentage formula which can be shown in the 2 tables below.

Table 1.1 Percentage (%) results of the English language learning motivation questionnaire for PGSD students

Questionnaire	Strongly agree	agree	Disagree	Strongly disagree
1	17.5 %	62.5 %	20 %	0 %
2	40 %	55 %	5 %	0 %
3	25 %	67.5 %	7.5 %	0 %
4	12.5 %	47.5 %	40 %	0 %
5	30 %	70 %	0 %	0 %
6	25 %	62.5 %	12.5 %	0 %
7	25 %	65 %	10 %	0 %
8	27.5 %	62.5 %	10 %	0 %
9	25 %	62.5 %	12.5 %	0 %
10	27 %	62.5 %	10 %	0 %

Table 1.2 Percentage (%) of results of the English learning motivation questionnaire for students majoring in PJKR

Questionnaire	Strongly agree	Agree	Disagree	Strongly disagree
1	20 %	77.5 %	2.5 %	0 %
2	47.5 %	52.5 %	0 %	0 %
3	37.5 %	60 %	2.5 %	0 %
4	17.5 %	57.5 %	20 %	5 %
5	25 %	70 %	5 %	0 %
6	35 %	60 %	7.5 %	0 %
7	30 %	65 %	5 %	0 %
8	27.5 %	67.5 %	7.5 %	2.5 %
9	35 %	62.5 %	2.5 %	0 %

10	35 %	60 %	2.5 %	2.5 %
----	------	------	-------	-------

The data in the percentage table of students' English learning motivation above shows that the percentage of strongly agree and agree is higher than disagree and strongly disagree. Furthermore, from the calculations of this questionnaire, the author found that the majority of students have good motivation in learning English. This shows that PGSD and PJKR students have high motivation in learning English.

CONCLUSION

Based on the results of this research and discussion, it can be concluded that students majoring in PGSD and PJKR at STKIP TSB have high motivation in learning English, even though their participation in English language activities on campus is still very low. This problem can then be investigated further to find the causal factors and solutions.

SUGGESTION

This research only examines the motivation to learn English from two non-English majors, but does not compare them, does not identify the causal factors, and only uses a questionnaire to collect data. So for future researchers, the author hopes to research the same problem using many instruments, such as questionnaires, interviews, and documentation, then compare the motivation of 2 different majors, and identify the factors that cause demotivation in learning English for non-English major students.

THANK-YOU NOTE

The author would like to thank the leadership and the entire academic community of the STKIP TSB campus, including the coordinator, fellow lecturers who very supportive and 80 PGSD and PJKR students who always support and facilitate the author in carrying out the author's duties as a lecturer who upholds the tri dharma of higher education, especially in completing this research and writing.

BIBLIOGRAPHY

- Clement, Dörnyei, & Noels. (1994). Students Habit of Listening to English Song.
- Dincer, A. & Yesilyurt, S. (2017). Motivation to speak English: a self-determination theory perspective. *PASAA: journal of language teaching and learning in Thailand*, 53, 1-25.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press
- Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, language identity and the L2 self*. *Multilingual Matters*.
- Gardner, R.C. (2001). Language learning motivation: the student, the teacher, and the researcher. *Texas papers in foreign language education*. 6 (1), 1-18.
- Irawan, E. dkk. (2022). Pengembangan modul ESP untuk mahasiswa program studi Penjaskesrek STKIP Taman Siswa Bima. *Jurnal Ilmiah Mandala Education (JIME)*, 8 (4) 2834-2843
- Oxford, R. L., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78(1), 12-28.
- Purnama dkk. (2019). Students' motivation in learning English. *Professional journal of English education*, 2 (4) 539-544
- Studokusumo, S. (2018). Investigating the Relationship between Motivation and English Language Learning Achievement among Indonesian EFL Students. *English Review: Journal of English Education*, 6(1), 1-12.
- Subakthiasih, P. & Putri, I. (2020). An analysis of students' motivation in studying English during covid-19 pandemic. *Linguistic, English education and art (LEEAA) Journal*, 4 (1) 126-141.