

**PIKIH STUDENTS' MOTIVATION IN LEARNING ENGLISH**

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## Abstract

Tulisan ini mengungkap perilaku peserta didik terhadap pelajaran Bahasa Inggris, faktor faktor yang mempengaruhinya serta apakah terdapat perbedaan motivasi antara peserta didik laki-laki dan perempuan. Dengan menggunakan metodologi kuantitatif dan kualitatif hasil telaah menyimpulkan adanya perilaku positif di mana motivasi instrumental lebih dominan dibanding motivasi integratif. Peran pengajar, teman sekelas, dan variasi bahan ajar adalah faktor penunjang motivasi sedangkan faktor penghambat motivasi diidentifikasi adalah kurangnya diskusi di dalam kelas, ketidaknyamanan antara sesama peserta didik, kurangnya penguasaan dalam tata bahasa, pengucapan dan kosa kata serta kurangnya fasilitas pengajaran. Selain itu, penelitian ini juga menemukan bahwa motivasi peserta didik wanita lebih tinggi dibandingkan dengan laki laki.

Key words: Motivation, English learning.

***I. Background***

I chose this research topic because during my teaching experience, I have often encountered students who show good intentions and successful levels of achievement in learning English as their second language, but have also found students who were just attending classes and ending up wasting their time, with little result from their learning process. I wanted to find out some of the factors behind these patterns, what drives students to acquire the knowledge and their willingness to excel in fluency and to become competent in using the language.

I would like to elaborate on one of the programs at the language centre at the State Islamic University (UIN) that is trying to encourage the mastery of English at the very beginning of the university study that immediately follows enrolment. This program is termed the PIKIH (Pencerahan Imani dan Keterampilan Hidup), translated in English as the *Strengthening Belief and Life Skills Program*. Life skills is defined here as the skills that are needed by

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students to be able to go through with their studies successfully in the form of communication skills and personal development skills. Communication skills are translated as language skills both in English and Arabic while personal development skills are justified as being how the students interact in terms of religious and social values.

The PIKIH program is designed to meet the need to use English as one of the standard languages for studies in higher education. Actually the PIKIH is designed not only for all students to learn English but also Arabic, as UIN is an Islamic State University where students are expected to learn Islamic subjects as well. The objectives of PIKIH are to accelerate the learning of foreign language skills (both Arabic and English), to increase students' moral awarenesses, increase their core competency and communication skills. All these objectives are aimed to prepare students in good learning and language skills to become competent graduates.<sup>1</sup>

After teaching for two semesters at PIKIH, I observed the phenomenon that many students seemed to lack motivation to learn English. Their lack of motivation was evidenced by the low level of participation in class activities. Thus it is not surprising that students' abilities to read, speak and write in English were also quite low. Several factors may be responsible for this phenomenon, such as lack of facilities, class size (30-40 students), and inappropriate curriculum. Another possible factor is the lack of qualified teaching staff. I noticed that some of the teachers do not have an English teaching background and some of the senior students who are still studying in their last semester in the English Department teach in the class. Lack of a supportive language learning environment is another factor. The students are not supported by the environment. They do not get the chance to have more exposure to English outside of class and this might cause them to be lacking in self-confidence and experience anxiety regarding English both inside and outside the classroom.

Aliah et al., mentioned four problems that are faced by UIN in foreign language learning. The first is limited knowledge of foreign languages both in English and Arabic. They claimed that the teaching system in high school might not be good or comprehensive, so that students might not learn much. That is why a lecturer at UIN needs to repeat the material or the lessons from the basics. In addition, students are of mixed ability. As I mentioned above, the students entering UIN are heterogeneous, having different levels of motivation, and different abilities. When this mix of students happens to be together in one class, the teacher faces difficulties in developing the teaching material. Teachers have found it difficult to teach, because some of the students still do not know how to read and write the foreign language. Another factor is facilities and the teaching and learning media. The UIN provides classes that support the teaching learning process although there are still some

environmental issues regarding cleanliness, air circulation and room lighting. A language laboratory is also available to be used but has not been effectively and optimally utilized by students and lecturers due to technical reasons. Therefore most language lecturers are still using a traditional methodology of teaching, which has very little audio or visual aid support. Methods applied in UIN in terms of foreign language teaching are still very conventional. The majority of lecturers teach through lectures, questions and answers, and discussions.<sup>2</sup>

Natsir, a professor in Islamic studies, stated in a seminar of the Islamic Society focused on The Struggle of Civilizations in Jakarta that in general UIN graduates still have very limited competency in English and Arabic, regardless of whether English and Arabic have been taught in junior and senior high school. In fact the level of competence does not change much by graduation. Furthermore, Natsir claimed there were certain factors acting as the reasons for this weakness of UIN graduates. He argued that the methodology may not be adequate, and further attributed the problems to the lack of learning facilities such as language laboratories, books, lack of media for practice and the teachers' lack of experience in teaching. Another important factor is students' lack of motivation in learning the language.<sup>3</sup>

As an English lecturer, I have always hoped that my teaching material can be absorbed by students and that the methods that I use would encourage them to be active and to practise, as well as raising the interest of students. But in my final assessments and from direct observation in class, I have found that many of them are still far from achieving the lesson objectives. Sometimes I chat with students trying to find out what is affecting them and seek feedback that I can use to evaluate my material or the methodology. Many educational institutions in Indonesia would be similar. What I have observed is that only a small percentage of students in one class seem to be acquiring good skills of English. Given the aims of the PIKIH, this seems problematic. Many researchers have seen motivation factors as a key variable of learning outcomes. Consequently, motivation is the primary focus of this study. However I also wish to place it in a classroom and institutional context, to better understand how students learn, or fail to engage with the language.

## **II. Research aims**

Using both survey and interview data, there are three questions I hope to be able to answer in conducting this research. The questions are

1. What are the PIKIH students' attitudes toward learning English?
2. What factors encourage these students' motivation to learn English and what hinders it?
3. Is there any difference in the motivation to learn English between male and female students?

## II. Literature Review

### a. Definitions of motivation

Motivation has been defined in many ways and from different theoretical points of view. For a long time motivation was discussed in terms of cognitive and individual factors in learning. Gardner, the key theorist in motivation in language learning, has defined it as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”.<sup>4</sup>

Gardner argues that motivation should be comprised of four components, a goal, effort, desire or ‘want’ and attitudes toward the activity. Therefore, if the individual has only one component in relation to learning a second language, they are not motivated to learn that language. For example, many people want to be able to speak English fluently, but if it is just a desire to speak fluently without any effort to achieve the goal, then it is not a true motivation. Gardner claims, “when desire to achieve the goal and favorable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism”.<sup>5</sup>

Figure 1 below shows a schematic representation of the concept of motivation relating to second language acquisition. Four elements, attitudes toward learning the language, desire, motivational intensity, and goal are highlighted. Motivational intensity refers to the degree of effort the individual expends in order to learn the second language. The assessment of motivational intensity could be influenced by both the desire and the attitude components. The goal refers to the objective of language study, or in other words the reasons why the individual is learning the language.

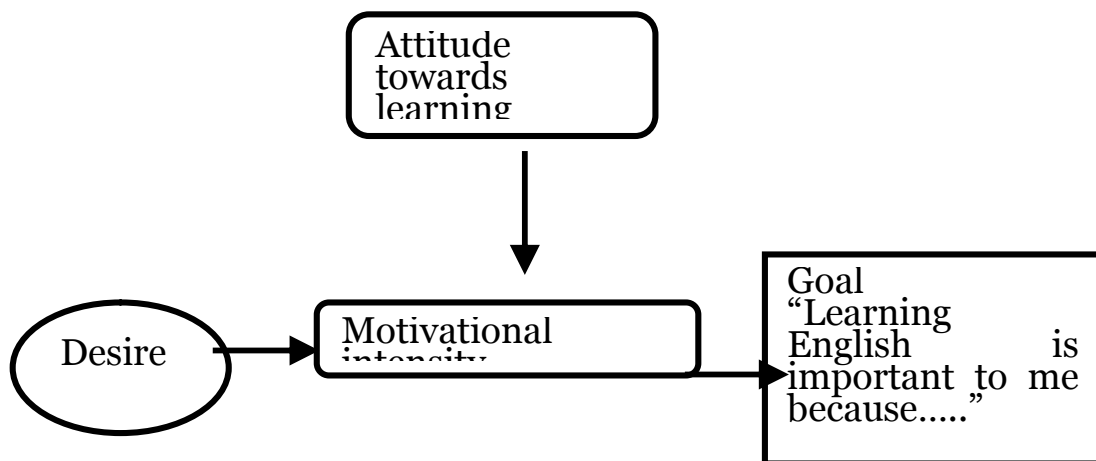


Figure 1. Schematic representation of the concept of motivation relates to second language acquisition.<sup>6</sup>

Another definition is given by Harmer, who says that, "motivation is some kind of internal drive which pushes someone to do things in order to achieve something".<sup>7</sup> Similar to this, Ur defines a motivated learner as "one who is willing or even eager to invest effort in learning activities and to progress".<sup>8</sup> According to Brown, motivation is "the extent to which you make choices about: (a) goals to pursue and (b) the effort you will devote to that pursuit".<sup>9</sup> The common understanding here is that motivation is a desire to do something to achieve a goal.

### **b. Types of motivation**

There are some researchers who differentiate motivation into several types. Some of them come up with different categorizations. Gardner distinguishes between two types of motivation, namely integrative and instrumental. **Integrative motivation** means that the learners want to integrate with the target culture and group. **Instrumental motivation** means that the learners want to learn the language for practical reason such as obtaining a job, having a good salary or passing an examination. Furthermore, Gardner argues that integrative motivation is more important than instrumental motivation because integrative motivation is embedded in the learner's personality while instrumental is not. Therefore, integrative motivation seems to exert its effect over a period of time and it helps the learners maintain their learning effort, which is significant for success in language learning.<sup>10</sup>

Gardner developed the so called, Attitude/Motivation Test Battery (AMTB), a motivational test designed to investigate learners' motivation towards language learning. It contains several items focusing on learner's evaluation of the classroom learning situation. Some language researchers have applied this type of test to discover that in general, motivation has a very positive influence on the success of language learning and that students with a high level of integrative orientation are quicker in mastering foreign languages. For example in Dörnyei's study, cited in Clement et al. the students who had high integrative orientations showed the highest degree of desired proficiency.<sup>11</sup>

Integrative and instrumental motivation are somewhat different but are related. In tandem they have a strong positive correlation and support the learners' language acquisition. Students with high intrinsic motivation would pursue the language because they have personal satisfaction in acquiring it and they are able to maintain the language despite the lack of external acknowledgement.<sup>12</sup>

Deci and Ryan, who propose a 'self-determination theory,' argue that there are two kinds of motivation, namely intrinsic and extrinsic motivation. According to them, intrinsic motivation is "an activity when a person does the activity in the absence of a reward contingency or control," while extrinsic

motivation refers to “behavior where the reason for doing it is something other than an interest in the activity itself”.<sup>13</sup> Extrinsic motivation is similar to instrumental motivation, a desire to learn a foreign language due to social factors.

In discussion of motivation, a distinction is made between extrinsic and intrinsic motivation by Harmer who concluded that extrinsic motivation refers to motivation which comes from ‘outside’ factors, for example someone learns the language because they want to pass a test, to go abroad, or to get a good salary. Intrinsic motivation refers to motivation which comes from ‘inside’ factors. A person is motivated to learn the language because they like the learning process and want to become a better learner.<sup>14</sup>

Another distinction is made by Brown. He divides motivation into three general levels: global or general, situational or specific, and the third is task motivation. Global motivation is a general orientation of a learner in acquiring a foreign language. Situational or specific motivation refers to someone’s particular life in a language learning situation. The degree of how specific someone’s motivation is may vary depending upon the situation. Task motivation describes one’s particular task within a special situation such as learning how to speak in a conversation class.<sup>15</sup>

Table 1 below provides a summary of language research discussing the types of motivation.

**Table 1. Summary of aspects of motivation theory**

Researcher	Type of motivation	Definition
Gardner (1985)	Integrative	Learners desire to integrate with the target community
	Instrumental	Learners desire to learn because of practical reasons
Deci & Ryan (1985)	Intrinsic	There is no anticipated reward except the activity of learning itself
	Extrinsic	The individual performs to receive some tangible reward
Harmer (2001)	Intrinsic	Motivation that comes from inside factors
	Extrinsic	Motivation that comes from outside factors
Brown (2000)	Global	A general orientation of a learner in acquiring a foreign language
	Situational	Someone’s particular life in a language learning situation.
	Task motivation	One’s particular task within a special situation

Understanding these types of motivation may contribute towards the teaching and learning of the foreign language. However the background context of learners is also important. Students from different contexts may have different kinds of motivation, and language behavior. Taking into consideration the types of motivation discussed, it seems that there are two main types of motivation that dominate the research under this topic, integrative and instrumental. These two types of motivation are important in this study.

### **c. Motivation and language learning**

In the field of SLA, many researchers have been inspired by Gardner's socio-educational theory of motivation. Some of these research findings are discussed below.

Clement, Dörnyei and Noel investigated Hungarian secondary-school pupils using a social psychological construct to investigate the acquisition of English. The participants were 301 students (117 males, 182 females) who were all in the third year and who all studied English as a compulsory subject. The researchers used a questionnaire, which consisted of 27 six-point Likert scale items to assess participants' attitude, anxiety, and motivation toward learning English and their perception of classroom atmosphere and cohesion. They identified a number of key factors influencing English acquisition for Hungarian students:

1. Xenophilic (friendship orientation)
2. Identification orientation
3. Sociocultural orientation
4. Instrumental-knowledge orientation
5. English media orientation

Factor and correlational analyses of the results showed that the students were strongly supported by xenophilic, sociocultural, instrumental and media factors, whereas the identification orientation received only minimal support. The data also revealed that achievement, self-confidence and anxiety had no correlation to classroom atmosphere.<sup>16</sup>

Cook examined L2 learners in different countries such as Belgium, Poland, Singapore and Taiwan using the Gardner questions e.g. "studying a foreign language is important for the student because they will be able to participate more freely in the activities of other cultural groups," or "studying a foreign language can be important for the students because it will someday be useful in getting a good job". Cook reported that English school children scored 77 % for integrative motivation and 70 % for instrumental: adult English students scored 87 % for integrative motivation and 66 % for instrumental motivation. Furthermore, he found that whether the country was Belgium, Poland, Singapore or Taiwan, the integrative motivation appeared to be more important than instrumental motivation, which supports Gardner's

earlier findings. Surprisingly, Taiwan had the highest scores with 88 % for integrative motivation, Belgium was the lowest with 74 %. In other words, Cook argues that people around the world would like to learn a language more to get on with other people than in order to obtain a job.<sup>17</sup>

Coleman cited in Cook, states that the ten most popular motivations for students studying modern languages in the United Kingdom were stated by them to be as follows:

1. For my future career.
2. Because I like the language.
3. To travel in different countries.
4. To have a better understanding of the way of life in the country or countries where it is spoken
5. Because I would like to live in the country where it is spoken.
6. Because I am good at it.
7. Because it is an international language.
8. To become a better-educated person.
9. To meet a greater variety of people in my life.
10. To get to know/make friends among the people who speak it.<sup>18</sup>

He also found that students in the UK with integrative motivation performed better than those with instrumental motivation.

Although not much research has been conducted in Indonesia related to students motivation specifically in learning English, few have mentioned that Indonesian students have high motivation in learning the language, either at the lower educational level as well as at the higher ones (Lamb,<sup>19</sup>).

### III. Methodology

This is a case study using a mixed method including both quantitative and qualitative methods. Quantitative data was collected from students using questionnaires based on question types developed by Gardner and Clement, et al. Following the quantitative method, qualitative data was collected from interviews. The questionnaires were administered to one class from each level on two different campus locations where the program was run. This total number was 179 students. For the interviews, six students, two English lecturers, and one administrator were involved.

### IV. Findings and Discussions

#### a. PIKIH students' attitudes toward learning English

The data from both students and teachers in this study revealed that overall the students had positive attitudes toward learning English. They felt motivated to study because it would help them to:

1. Use computer technology
2. Access job opportunities



3. Travel abroad with better skills and knowledge

4. Speak with native speakers

It can be seen clearly that students had more instrumental orientation to studying English than integrative orientation. They realize that English can make their future better if they use computers, can get a good job, go abroad and meet native speakers. Although Gardner suggested that integrative motivation has a bigger impact on the success of learning a second language, these students' purposes were essentially instrumental.

#### **b. Factors which influenced PIKIH students' motivation in learning English**

##### **1) Factors that motivate students**

Three factors enhanced students' motivation: teachers' influence, peer influence and the variety of texts used in classes. These factors are closely related to the sources of motivation outlined by Harmer. He reminds us that four factors impact on motivation. They are the society we live in, significant others, the teacher and the method. First, Harmer argues that in social terms, views of language learning outside the classroom affect students' attitude to the language, although this factor was not mentioned by participants of this study. The next three factors mentioned by Harmer clearly match the data from the study. Second, are the attitudes of parents, siblings and peers, which he sees as all important in achievement. Third, the teacher's attitude is also very significant for their students. If the teacher shows enthusiasm in their teaching, it creates a positive classroom atmosphere. Finally, both teachers and students need to have confidence in the teaching and learning process, to maximize successful pedagogy and its outcomes.<sup>20</sup>

##### **2) Factors that demotivate students**

According to the findings in this study, three factors decreased students' motivation. These are:

1. No in-class discussion, or discomfort with peers
2. Lack of proficiency in grammar, pronunciation and vocabulary
3. Inadequate facilities

These factors are mostly related to learning situations. Peer in-class discussion was lacking, especially when some students were placed in the wrong class. Hence students with a certain degree of language acquisition faced difficulties in mixing with fellow students. Ideally students are placed based on their performance when they take the placement test. Some placement tests were carried out without effective procedures, which resulted in some students being placed inappropriately.

##### **3) The difference in motivation to learn English between male and female students**

The analysis of the survey findings showed that there is a significant difference between genders in motivation to learn English. From the analysis of the students' and teachers' interview, findings, it was shown that they perceive there is also a difference. There was a tendency that females had higher motivation than male students. The teachers said they were different because they looked at homework practices and took account of how reluctant male students were when it was late in the day. In other words, the females were prepared to work hard and longer

### ***V. Conclusions***

In this research I discovered that a vital factor involved in the PIKIH English learning environment is the internal motivation of the students. Successful learners strive hard to be able to utilize English in their learning activities. This can be seen from the statistics showing that the students' learning orientation is reasonably high in the three levels investigated in the two campus locations. Instrumental motivation was predominant over integrative motivation, although some students claimed that they were not learning English as a tool for mastering computers and for traveling. They also wanted to relate to English as a language and to use it for communication.

Problems that hampered students' motivation were identified as mostly stemming from the learning environment. This included the classroom context, methods and materials used in teacher delivery, as well as the teaching and learning facilities. A conducive classroom situation is important to raise students learning motivation. Poor teaching and learning facilities and technology do not support the fulfillment of learning objectives.

This study involved limited participants and a narrow focus of investigation. The findings are context specific. This study does not suggest that the findings are generalisable to other programs and this small group of students is not representative of all university students, studying English. Studies in other contexts would throw more light on the research problem in other institutions and with different groups of Indonesian English language learners.

To conclude, this research identified elements in PIKIH students' motivation in learning English, and factors which influence this motivation. Moreover, it has identified also that there is a difference between male and female students in motivation. As a researcher, I hope this research provides some understanding of the issues in the Indonesian context and useful information for Indonesian EFL teachers. In addition it is hoped that the result of the study may be to make a small contribution to the complex issue of student motivation in learning the language.

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### Endnotes

- <sup>1</sup> PIKIH guidebook State Islamic University (Makassar Indonesia, 2006).
- <sup>2</sup> Rauf Aliah, et al., *Pelaksanaan pembelajaran program PIKIH di IAIN Alauddin Makassar*. (Unpublished work, IAIN Alauddin Makassar, Indonesia, 2004)
- <sup>3</sup> Sarjana IAIN lemah Bahasa Arab & Inggris *Pikiran Rakyat*. Retrieved June 4, 2007 from <http://www.pikiran-rakyat.com/cetak/0303/13/03x2.htm>, 2003, March 13.
- <sup>4</sup> Robert C. Gardner., *Social psychology and second language learning: The role of attitudes and motivation* (London: Edward Arnold, 1985), p.10.
- <sup>5</sup> *Ibid.*, p. 15.
- <sup>6</sup> *Ibid.*, p. 54.
- <sup>7</sup> Jeremy Harmer, *The practice of English language teaching* (3<sup>rd</sup> ed.; Pearson Education, 2001), p.51.
- <sup>8</sup> Penny Ur., *A course in language teaching: Practice and theory*. (UK: Cambridge University Press, 1996), p. 274.
- <sup>9</sup> Douglas Brown., *Teaching by principles: An interactive approach to language pedagogy* (3<sup>rd</sup> ed.; Pearson Education, 2007), p. 85.
- <sup>10</sup> Robert C. Gardner., *op.cit.*, p. 15.
- <sup>11</sup> Clement, et.al., "Motivation, self-confidence, and group cohesion in the foreign language". *Language Learning* 44, no. 3 (1994): p. 417-448
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- <sup>15</sup> Clement., et al., *op.cit.*, p. 417-448.
- <sup>16</sup> Cook, V., *Second language learning and language teaching*. (3<sup>rd</sup> ed. London:Arnold, 2001), p. 116.
- <sup>17</sup> *Ibid.*, p. 166.
- <sup>19</sup> Read, Lamb, M., "The impact of school on EFL learning motivation: An Indonesian case study". *Tesol Quarterly* 41, no. 4 (2007): p. 757-780., Bradford, A., "Motivational orientations in under-researched FLL contexts:

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<sup>20</sup>Jeremy Harmer., *op. cit.*, p. 51-52.

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