



Motivation in English Language Learning: Case Studies Students of English Department of Sisingamangaraja XII Tapanuli University

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Abstract— This research investigates the motivation of students studying English at the Department of English, Sisingamangaraja XII Tapanuli University. Motivation plays a crucial role in language learning, influencing learners' engagement, persistence, and overall success in acquiring a second language. The study employs a qualitative approach, utilizing case studies to delve into the unique experiences and perspectives of individual students. The research employs qualitative research methods, including interviews, observations, and document analysis, to gather rich and in-depth data from a selected group of students. Findings from the case studies of knowledge on language learning motivation and provide practical implications for educators, curriculum developers, and policymakers aiming to enhance the English language learning experience for students in similar contexts. Understanding the intricate dynamics of motivation is essential for fostering a positive and conducive learning environment that promotes language proficiency and academic success.



Keywords— Motivation, Learning, Case Study.

I. INTRODUCTION

Learning is a process of activity to change the behaviour of the subject of learning. Behaviour changes can be seen in various forms, among other things the subject becomes creative. Creativity in learning is characterized by some characteristics such as being open-minded and being spontaneous, curious and independent.

One will be successful and creative in learning, if in himself there is a desire to learn. The desire or urge to learn is called motivation. Based on the assumption above, the student who has a motivation in learning is characterized by a change of energy in himself, the urge that arises from within a person is transformed into an energy that makes him work or learn, looking and solving problems to the point. The motivated student also makes reactions that direct him to the endeavour to a goal.

The university, as one of the educational institutions, is responsible for organizing quality education, in order to

produce graduates who are highly competitive and able to meet the challenges of the times. According to Rusdi (2013). The ideal college is one that provides quality and competitive education, where all the systems within the college can run according to their functions. In terms of teaching English, most students have formally studied English since the level of primary school is still inadequate. Some findings in the field indicate this, such as the students' English subjects are still low on the national exam and the frequency of English use among students is low. According to a report uploaded on Kompas.com through the website of Teachers Club Indonesia, the 2009 national exam results for English subject ranked lower than in other subject, although the graduation rate of the year is better compared to the previous year.

Nevertheless, Saragih, Denni boy (2009) this graduation report is still questioned by one of the members of the

Teacher Tear Community Builder who mentioned that at the time of the trial, the average student graduation rate was only about 50%. It was alleged that there was fraud in the conduct of the national exam, which concerns the actual ability of students when they answer questions in English subjects.

According to data released by the English First - English Proficiency Index (EF EPI), Indonesia ranks 28th out of 63 countries in the world in terms of the English language ability index. The survey involved 750,000 respondents. A total of 52.74% of Indonesians speak English in the average category, while neighbouring countries such as Singapore are in number 13 (59.8%) and Malaysia in number 12 (59.73%) with English speaking in the highest category. Based on Jalal, Fasli. (2008) Various studies and research on the teaching and learning of English in Indonesia have been carried out. Some factors are considered to play a very significant role in the success of teaching English. Such factors include teachers, students, curricula, teaching materials, and learning facilities. Talking about students as one of the important learning elements, cannot be removed from the discussion about motivation. Student motivation until now is believed as an element of learning that determines student learning success. Some research results on motivation in foreign language learning show that the motivation of learners in learning a foreign language is the main driving force that leads them to the success of learning the foreign language. An individual can learn a foreign language because he has an interest in that language, for example he wants to work in that foreign-speaking country so having the language of that country is absolutely necessary. Besides, one may learn a foreign language because one wants to learn the culture of another nation. Another very likely motivation that emerges is one's desire to master foreign languages, especially international languages such as English, French, Mandarin, and so on to make it easy for him to find a job.

Such a phenomenon is questionable among most English-speaking students at college levels the motivation for students to study English is believed to be different. Therefore, we intend to conduct a study on the motivation of students in English Education in Siborongborong to learn English to find out what orientation that leads to the motivations of students of English Education in learning English and how the attitude and behaviour of students towards teachers and courses.

II. REVIEW OF LITERATURE

The study of motivation in the learning of foreign languages cannot be separated from the study carried out by Gardner, R. C. (1985). Gardner examines motivation as

a factor of different attitudes. Two different sets of attitudes divide two basic types that Gardner & Lambert identified as instrumental and integrative orientation on motivation. Gardner developed a measure of the motivation of students to learn a foreign language. According to Gardner, the purpose of teaching foreign languages is partly linguistic and partly non-linguistic. Linguistic purposes emphasize the development of individual language skills that include reading, writing, speaking, and understanding the foreign language. Meanwhile, non-linguistic goals emphasize aspects such as understanding other communities, the desire to continue learning languages other than the mother tongue.

Furthermore, Dornyei, Z (2021) said that the division of motivation that Gardner and Lambert described as motivation, was not really a type of motive, but rather an orientation. This is the orientation that will motivate a learner. This orientation may be related to academic or career interests (instrumental), or social or cultural orientation. (integrative). Several studies and studies on this have been done. Shams investigated the behaviour, motivation, and anxiety of students towards teaching English in Pakistan. The results of her research, published in her article entitled Students' Attitudes, Motivation and Anxiety towards English Language Learning, showed that most of the students surveyed had an instrumental as well as an integrative motivation. Students want to learn English because they want to master English so that they can play a role in the development of a global world. Meanwhile, Marlina, Lenny (2007) studied English literature students at one of the private colleges in Jakarta. The study looked at the motivation seen from the course-specific motivation component and the teacher specific motivational component. From both these components, the results were obtained that most English literature students have an integrative and instrumental orientation, namely that students learn English to get a better job and also want to master English because English is an important language in economic development in the global world.

The differences in individual success in learning foreign languages have prompted psychologists to conduct research to see what factors cause someone to succeed. Here are the three factors that get the most attention: aptitude, motivation, and opportunity.

There are many people who succeed in work or in their studies, but fail in learning a foreign language. They've tried many times and spent a lot of time, but still have had a great deal of trouble. Meanwhile, there are some people who can absorb foreign words or English words easily, understand grammar, and speak English smoothly. A lot of opinions say that the difference between the two in the mastery of a foreign language is the presence of a language

talent. In an article written by Carroll entitled "Language Development in Children", the opinion of some authors is that language talent is the result of a birth that is difficult to change. While other writers like Politzer, Hatfield, and Yeni Komshian in a separate experiment has proven that language talent can be formed and enhanced through practice.

1. Ability to speak English because of motivation

In language mastery, Gardner and Lambert distinguish motivation into two types, integrative motivation and instrumental motivation. Integrative motivation is the motivation driven by the student's desire to integrate with the culture and language he or she is learning. Usually, this motivation belongs to students who have a strong desire for learning the language in depth. Instrumental motivations are motivations that are based on the hope that by mastering a foreign language or English, one can something such as a better position or job. So, in this case, language is a tool for achieving a specific goal. two types of motivation above, according to Gardner, R. & Lambert, W. (1972) integrative motivation is more of a guarantee of success in a foreign language or English. This is because an individual with an integrative motivation has a positive attitude towards the language they are learning, so he is willing to do anything to master it.

This type of person is active in practice and does not rely solely on books or teachers. They always look to the edge to be able to listen to foreign languages or English through broadcasts on radio or television, and do not hesitate or be ashamed to try to use that language in conversation. For them, learning a foreign language isn't hard because they like it. Thus, your ability to speak English because of your motivation becomes a critical factor in your English proficiency. As a Success Factor Learning English is best and not hindered by age factors, conditions, and places.

2. Ability to speak English because of opportunity

What is meant by opportunity covers all learning activities, both inside and outside the classroom, in which students actively practice using the language they are learning. Given that the ultimate purpose of language learning is to use language to communicate, then the opportunity to practice is an absolute thing that not only is created by the teacher, but also must be endeavoured by the student. In the case of researching language learning motivation (LLM) in formal second and foreign language learning settings, it proves difficult to arrive at reasonable comprehension of how the concept works without appreciating the contributions of the many disciplines within which it was researched. Such disciplines include general, cognitive, and social psychology; general, social,

and educational theories; in addition to sociolinguistic, psycholinguistic and neurological theories. The problem, as Dörnyei (1996) in Keblawi (2006) asserts, is not the lack of theories to explain motivation, but rather the abundance of approaches, theories, and models. Researchers still do not agree on what components make up motivation and the different roles that these components play—individual differences, situational differences, social and cultural factors, and cognition (Renchler, 1992; Belmechri & Hummel, 1998 in Keblawi, 2006). McDonough (1981, 143 in Keblawi, 2006) refers to the term ironically, calling it a dustbin that is used to “include a number of possibly distinct components, each of which may have different origins and different effects and require different classroom treatment”. Dörnyei (2001, 7), less ironical but equally sharp, maintains that researchers disagree about everything that relates to the concept of motivation, viewing it as no more than an obsolete umbrella that hosts a wide range of concepts that do not have much in common.

New insights into the nature of motivation were brought about by the cognitive revolution that started in the 1960s. By the 1970s it rendered irrelevant the behavioral mechanical approaches to motivation which lost support in philosophy and proved ineffective (Locke, 1996 in Keblawi, 2006). In the cognitive developmental theory laid down by Piaget, motivation is perceived as “a built-in unconscious striving towards more complex and differentiated development of the individual’s mental structures” (Oxford & Shearin, 1994 in Keblawi, 2006). With the advance of the cognitive approaches, the field became more relevant to educational psychologists and the cognitive shift led to concentration on the individual’s role in his or her own behavior (Weiner, 1994 in Keblawi, 2006). In other words, there has been a shift towards focusing on why students choose to engage in academic tasks instead of focusing on what they do, and the time they spend doing so, as has been the case with the behaviorist approach (Rueda & Dembo, 1995 in Keblawi, 2006). Concepts such as goal and level of aspiration replaced the unconscious concepts of drive, instinct and the like. With the introduction of psychological concepts like anxiety, achievement needs and locus of control, individual differences were highlighted more.

III. RESEARCH METHODOLOGY

This research was based on qualitative research. A case study was used as a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event, (Merriam, 1988 in Bogdan, 1992). In this case study, the major data gathering techniques is

participant observation and the focus of the study is on a particular organization (at the university). A case study was conducted to develop an informal relationship with those they are observing, generally in more natural environments to describe the phenomenon, particularly how the English students deal with the types of motivation in English language learning. This research is a survey by distributing a questionnaire then be analysed quantitatively and descriptively. The data was collected through a questionnaire that was distributed to the respondents, namely students of English Language department in Unita. The questionnaire consists of 30 questions consisting of an integrative orientation (7 questions), an instrumental orientation (7 questions), behaviour towards the teacher (6 questions), and behaviour towards the course (10 questions). In addition, data collection is also done with interviews. Interviews are conducted to supplement the data questionnaire and also as a means of triangulation of data collection. Some students were randomly selected for this interview. The respondents were students of Unita English Language Department who came from Seventh Grade.

IV. RESULT AND DISCUSSION

1. Social Motivation Cultural (Integrative Orientation) Students of English Department

On the integrative aspect there are seven statements. Of these statements, 34.46% of respondents expressed strong agreement, 38.21% agreed, 13.93% disagreed, 8.21% disagreed, and 5% disagrees strongly. In addition to the data from the questionnaires, the data was also obtained through interviews with students. The results of the interviews showed that the majority of respondent students had a good enough interest and motivation to study English. In addition to motivation from themselves, they also got motivations from their parents and their surroundings. Besides, their pride and love of English also supported their high interest in learning English.

One of the discussions in this instrumental aspect is about the purpose or reason that students have to learn English. As an international language, English plays a very important role in various aspects of life in the international sphere. If one wants to have a career that penetrates beyond national sphere or reaches international spheres, then the ability and mastery of the international language is absolutely necessary. In the questionnaire given, almost all students stated that they were very much in agreement that good English skills would be of great help in the smoothness of their careers or jobs.

Based on interviews conducted with students, we also obtained data that students are motivated to learn English

in order to get a future job. Some claimed to dream of a job as a tour guide, teacher and lecturer, as well as working abroad. They argued that English would be a leap stone for them to be able to pursue a career in the international world with an international language provision. It shows that the students have basically realized the importance of the English language that they will need in their future career development.

Another thing that is included in this integrative aspect is about the interest or interest of students in learning English. Interest is a very important determining factor. Without interest, students tend to be reluctant to do their utmost to the best possible results.

Without interest or interest, students will tend to work on tasks merely to discard obligations and not with a strong desire to the highest achievement of pride. Based on the answers from the questionnaires given to the students who responded, it can be seen that most of the students had a fairly good interest or interest in the teaching of English. The elevated interest or interest of this student can also be seen from the answer to the statement about the burden a student feels in learning English. Based on the answers from the questionnaires given, only a few students feel overwhelmed when they have to learn English. This suggests that the low percentage of students who feel overweight is an indicator that most students have a good interest in or interest in English.

2. Student motivation of the English Department seen from academic and career goals

On this instrumental aspect, the student respondent also showed a positive response to the seven statements given. This can be seen from the statistics that show that 32.68% of respondents expressed strong agreement with the statements given. The highest percentage was shown in the respondents agreed with a percentage of 41.25%. Besides, only 16.07% of students expressed their doubts and the remaining 8.39% and 1.61% expressed disagreement and strongly disagreed.

Based on the results of the interviews, we also obtained data that there are still many students who are frustrated and anxious to speak English. They revealed that they were afraid to speak English because they feared to make mistakes either grammar or grammatical or of vocabulary constraints. Besides, since they are still in the process of learning, they think there will be a mistake on Grammar is so dominant, so some of them are still worried about speaking English especially speaking to native speakers. This can actually be overcome with the motivation and support of parents, teachers and lecturers or the surrounding environment so that the students can become more confident in speaking English outside the classroom

environment. From the questionnaire data it was found that more than 80% of respondents agreed and strongly agreed that they were getting support from parents to practice using English. Thus, it can be seen that the low levels of anxiety and discomfort experienced by students can be suppressed with constant support from parents or family.

The instrumental aspect is an aspect that discusses the purpose or importance of learning itself for the students concerned. This can be demonstrated by statistics showing that more than 41% of students responded agreeing to the statement in the given questionnaire. In addition, the percentage of students who responded agreed and agreed strongly was much higher when compared to students who answered with doubts, disagreements or even disagreement.

One of the discussions in this instrumental aspect is about the purpose or reason that students have to learn English. As an international language, English plays a very important role in various aspects of life in the international sphere. If one wants to have a career that penetrates beyond national sphere or reaches international spheres, then the ability and mastery of the international language is absolutely necessary. In the questionnaire given, almost all students stated that they were very much in agreement that good English skills would be of great help in the smoothness of their careers or jobs.

Based on interviews conducted with students, they also obtained data that students are motivated to learn English in order to get a job in the future. Some claimed to dream of a job as a tour guide, teacher and lecturer, as well as working abroad. They argued that English would be a leap stone for them to be able to join the international world with the provision of mastery of the international language. This suggests that basically the respondents have realized the importance of the English Department skills that they will need in their future career development.

3. Reactions of students of English Department to the lecturers in teaching.

Based on the analysis of the data that has been carried out, on the aspects of student responses to English lecturers, we can find quite positive results. This can be seen from the statistics that show that 39.17% of the respondents agreed with the statements given. In addition, there were 10.42% of respondents who expressed strong agreement with the declarations given. Although there is also a fairly high statistical figure for respondent students who answered doubtfully, disagreeably, and highly disagreed, the figure on this statistic still cannot beat the positive percentage with the answer strongly agreed and agreed.

In addition to being a teacher, the lecturer also acts as a consultant to his students when they are in difficulty. It is

especially when the teacher uses an approach that is centered on the student's activity. The teacher here should be able to be a clarification of every problem experienced by his student. If the teacher cannot provide an explanation or clarification of the various problems experienced by the student in the learning process, then the teacher will be prone to being oppressed and underestimated by his students. In fact, students tend to prefer not to attend lectures. However, based on data obtained from the questionnaires, only 2.5% of respondents agreed to prefer not to attend English courses. It shows that in fact, respondent students generally have a positive attitude towards lecturers in learning English.

One of the most influential elements in the teaching learning process is the presence of pupils, namely teachers or lecturers. These adults, many of the new methods and approaches formulated by experts are more focused on student-centred or student-cantered learning. Nevertheless, this does not make the role of a teacher or a lecturer less or less unimportant. The role of the teacher or lecturer is very influential in the process and success of the learning outcome, including the learning of foreign languages such as English. The character of a teacher or a lecturer is also very influential. If the lecturer has a character that is friendly, kind, enjoyable, and able to inspire his students, learning will be more conducive which will lead to the maximum learning outcome in accordance with the learning objectives to be achieved. Although most lecturers have used a student-centric approach, the role of the lecturer remains highly influential. The way the lecturer gives the task, the explanation, the clarification and the assessment must still be a matter of great attention and the impact felt by the students.

V. CONCLUSION

Based on the above exposure it can be concluded that the motivation to learn English students of the English Department show good motivation. From the four aspects analysed, it can be seen that students have good motivation. In the integrative aspect, most students already have a good attitude towards learning English. It can be seen from the statistics obtained from the given questionnaires. On the side of the data analysis on the instrumental aspect also showed quite positive results. Questions relating to the course, as many as seven out of ten statements in this aspect of the course are negative statements. So, it can be concluded that in fact the students already have a good attitude and interest in learning English. From the statistics above shows that the students of the English department Unita have a fairly good learning motivation, but also needs to be development so

that achieved optimal English learning results. The researchers suggested that the English Department should be able to improve the socialization of the institutions so that they can be better known among the general public by promoting the role of the teaching faculty in various social activities, to improve teaching process service in English Department and monitor student learning development so that students can be brought to their goals and aspirations in accordance with the vision and mission of education.

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