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## The Non-Native Students' Motivation in Learning English at STIE Perbanas Surabaya

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### Abstract

Low competence in English for the students of Non English native speakers has been crucial so far for the teachers in language teaching in Indonesia. This study attempts to explore students' motivation in learning English at STIE Perbanas Surabaya. This is a qualitative research and a case study. This study analyzed the data by means of a descriptive analysis. This method was chosen to describe the qualitative data taken from the students at STIE Perbanas Surabaya who were taking English subject. The data were collected using questionnaire. Some of the students were also interviewed in depth to triangulate the data related to their motivation in learning English. It was found that there are two types of motivation by the students of STIE Perbanas in learning English: intrinsic and extrinsic. They agreed (78%) that they are studying English because it is a compulsory subject in this college. Besides that, they have several factors of motivation affecting the students' learning English as foreign language such as local education system, attitudes to the target language, and teacher factor.

**Keywords**— *Intrinsic motivation, Extrinsic Motivation, EFL, target language, ESP*

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### Introduction

In Indonesia, English is considered very important, especially in facing Asian Economic Community (AEC). It is impossible to ignore the fact that English is the lingua franca in the international trade. Given the increasingly open state of the world, especially in the context of AEC, the role of English is certainly crucial for Indonesia to strengthen trade relations with its regional neighbors

In the specific case of Indonesia, the recognition by the government of the growing importance of English now plays in the world can be seen in the increasing number of

schools - from kindergarten to university level - in which the medium of instruction is English (Dardjowidjojo, 2002). At the university level in Indonesia, English is a compulsory subject based on Indonesia Higher Education Department. As a compulsory subject, it is expected that college students can understand English in their study.

This is the objective of Higher Education in Law No. 12 of 2012 which becomes man of faith and fear of God Almighty and noble, healthy, knowledgeable, skilled, creative, independent, skilled, competent, and cultured for the sake of the

nation. To realize these goals, all students must follow the general teaching basic subjects known as MKDU (general compulsory subjects). Most of MKDU have been stated in Law No. 12 of 2012 article 35 paragraph (3) as a compulsory subject, namely religion, *Pancasila* (the national Constitution), Civics, and *Bahasa Indonesia*. In order to enhance the learning outcomes, the MKDU is coupled with English, Entrepreneurship, and courses that encourage the development of the students' other characters, either integrated or individually (Nasional, D.P., 2003)

However, at STIE Perbanas Surabaya, the students have been identified as having low-competence in English language (Tracer Study Team of STIE Perbanas Surabaya, 2011). Tracer Study team views were based on the preliminary questionnaire given to the employers that hire STIE Perbanas alumnus. In fact, this phenomenon occurs not only in Indonesia, after years of learning English, many students in Asia cannot communicate confidently and successfully to meet the demand of using English for their careers (Chuanhaisit & Prapphal, 2009).

Learning English could be very challenging for college students. There are many factors that might cause the students' low competence in English. Many people consider motivation, which refers to "the process whereby goal-directed activity is instigated and sustained" (Pintrich & Schunk, 2002), to be one of the most important factors in learning English. According to McDonough, motivation of the students is one of the most significant factors influencing their success or failure in learning the language (McDonough, 1983).

Based on the arguments above, that a motivation has an important role in learning language, this study attempts to explore the students' motivation in learning English at the STIE Perbanas Surabaya. Thus, this study wants to see how the students' motivation at STIE Perbanas Surabaya is.

### **Methodology**

The definition of methods according to Cohen & Morrison (2007) , means that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. There are many methods are available in doing a study, yet the method here is a study case. This is due to the limited time for the researchers to do this research.

Yin (as cited in Nunan, 1992) said that a case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Moreover, Merriam (cited in Nunan, 1992) stated that the qualitative case can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and heuristic and rely heavily on inductive reasoning in handling multiple data resources.

The method used in this study is descriptive analysis that is qualitative in nature. This method is chosen due to the uses in describing the finding qualitatively. The data triangulation was done by doing an interview so that the results can be more valid qualitatively. This is a case study, involving the groups of students in the 2<sup>nd</sup> semester who

were taking the subject called English for Specific Purposes (ESP) that is Lab ESP on Accounting, Lab ESP on Management, Business English for Accounting and Business English for Banking. Based on the sample taken, it can be said that the sample were taken by purposive sampling. The sample consists of 25 students of Diploma (three-year study or D-3) in Finance and Banking, 25 students of Diploma (three-year study or D-3) in Accounting, 25 students of undergraduate (S1) Degree in Accounting, and 30 students of undergraduate (S1) in in Management.

For a triangulation of the data, this study used two types of data, one is by questionnaires and the other is by interview in depth to get their opinion in studying English. Questionnaire was adapted from William and Buren's (1997, cited in Dornyei, 2001) framework of L2 motivation, mainly intended to answer the research questions in this study. It is used to see students' response about their motivation in learning English. In using the questionnaires as a first research instrument, the students were given some statements related to the motivation in term of Likert scales, from "strongly agree" to strongly disagree". The interview asks several questions about their experience in studying English in the classroom and their motivation in joining the class of English at STIE Perbanas Surabaya. But, the study considers the percentage of each item being explored.

The procedure of data collection is as follows: first, the students were given questionnaire about their motivation in learning English at STIE Perbanas Surabaya. Besides that, they were also interviewed in relation to their motivation in learning English at STIE Perbanas Surabaya.

The questionnaire was distributed to get the students' response about their motivation in learning English in STIE Perbanas Surabaya. Their responses on the questionnaire were classified into intrinsic and extrinsic motivations. Some students of the sample were asked in depth interview about their interest in learning English at STIE Perbanas Surabaya. They were also asked whether they have any barrier in learning English at STIE Perbanas Surabaya. Their opinion and expectation in learning English were also taken into account through the interview. The result of the interview was classified into intrinsic and extrinsic motivations.

## **Findings and Discussion**

### ***The Questionnaire Result***

The data were collected from the participants who had been guided for filling the questionnaire correctly. There were 105 students participating in this study. This study does not apply gender base discrimination, whereas both male/female genders have equal value in the study. The participants here were the students who filled in the questionnaire about motivation in learning English. The questionnaire used was close-ended questionnaire in the form of Likert scale. The result can be seen in Table 1. Based on Table 1, there are two types of motivation: Intrinsic and extrinsic motivations. It appears that there both positive and negative attitudes. There is a total of 83% of the students agree that they like English. Considering this motivation, they intrinsically are good for studying English even though it is their foreign language. The next is the second statement: I enjoy the English Class, in which

they agree that they really enjoy English class with the total of 96% the students. This intrinsic motivation is excellent and therefore as stated by Gardner (2006) that when one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys

the activities, and so on. Thus, the figure of 96% of the students enjoy the English class is considered very good intrinsic motivation. In general, the students at STIE Perbanas Surabaya have very good intrinsic motivation. It is really a good start for the teachers to teach them English as a foreign language.

**Table 1** Intrinsic and Extrinsic Factors of Students` Motivation

Item #	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b><i>Intrinsic</i></b>						
1	I like English	33%	50%	6.7%	3%	5.7%
2	I enjoy the English class	40%	56%	2%	2%	-
3	I want to be able to communicate in English	69.5%	28.5%	1%	1%	-
4	I think learning English is easy	2.8%	28.5%	5%	59%	2.8%
5	I'd like to use the English that I have learned	27%	61%	2.8%	8.5%	-
6	I think speak in English is important nowadays	69%	30%	1%	-	-
8	I think speak in English will help me to find a job	86%	14%	-	-	-
10	I'm nervous when I answer or give presentation in English class	33%	53%	-	14%	-
11	I am somehow always anxious on English class	15%	25%	2%	35%	23%
<b><i>Extrinsic</i></b>						
7	My parents consider English is very important to learn	49%	47%	1%	3%	-
9	I'm studying English because it's a compulsory subject in the university	28%	50%	-	14%	8%
11	I get worried when I'm doing worse than my classmates in English class	40%	46%	-	11%	3%
Total Samples: 77						

More interestingly, almost all of them (99%) agree that they want to be able to communicate in English. On the sixth statement, they agree that speaking in English is important nowadays. They are aware of English as international language which is globally used by many people in the world. This is remarkable motivation for them, because intrinsically, they like English because of its importance in the world communication. Another attitude is 86% of the students strongly agree that speaking in English will help them to find a good job. This is in line with Gardner (as cited by Tamimi & Shuib, 2009). He defines instrumental motivation because less motivation in learning a language is also due to less clearly perceived utility it might have for the learner. In this finding, the students have seen the utility of English as a foreign language for them.

The students disagree that they are always anxious to learn English that is 56 % of them. There is 49% of the students strongly agree that their parents consider English a very important to learn. However, this is about their understanding about English in which they don't have to be anxious, though it is half of them. Another one, they consider that their parents also think that English is very important (49). This can be a good signal for they expect their parents to see that English is still important for their children future.

A negative attitude comes up such as the total of 61% the students disagree that learning English is easy. In other words, they think that studying English is difficult for them. Another negative attitude they showed is that 86 % of them get nervous when they answer or present something in English. Even though they get nervous and think that studying English is not easy, they (78%)

agree that they are studying English because it is a compulsory subject in the university.

In this case above, they study English because of the national education system that let them study English as a compulsory subject. Therefore, according to Wilkins (1972) a learner is instrumentally motivated when he/she wants to learn a language to pass a national examination. Besides that, they learn English to use it when they apply for a job. They want to study English because they want to use it for holiday in foreign countries where English is spoken. Other instrumental motivation is such as watching television. More interestingly, they (86% of them) feel worried of doing worse in their English compared to their classmates in English class. In this case, it implies that a peer factor also has contribution to the students' confidence to learn English

#### ***Result of the Interview***

In order to get more information of the data, three students were interviewed. The researchers got some important information about the factors of motivation for EFL students. For example: the researchers got information about the local education system, the attitudes towards the target language, and the teacher factor.

In this interview, some questions were given to the three students. These three students were chosen because they have already taken this subject on the previous semesters. The question given is: why the students were retaking the English class on their last semester, in their study. The first two questions were as follows:

“Is this the first time for you to take ESP subject and if so, how many times have you retaken it?”

All the three students replied that it was not the first time they took this ESP subject. This means that they were retaking this ESP subject when the interview was done. It also implies that English is difficult or they think that it is not easy, and therefore, they were retaking at that time. Thus, when compared to the data of the questionnaires, this evidence supports the fact that English subject is not easy for them.

The second question shows that all of them (three students interviewed) said that the subject of English was their second time to take. Student retaking the ESP subject means that they failed in the previous semester. It implies that that they really struggle to study English so that they have to take it again in the following semester. They took ESP class again because they didn't pass the exam in the previous semester. It is stipulated by the college of STIE Perbanas curriculum that English subject is a compulsory subject and they have to pass with the minimum score of C. However, they said that they have to retake ESP because they also need it next time when they graduated from the college. They said that they can use it in the job areas when they work in the companies. This is in line with the argument by Wilkins (1972) stating that a learner has to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television and this is due to also the national education system that requires it.

The next question is asking what kind of difficulty they found so that they had to retake English subject. They explained differently among the three students. The first student explained as the following:

"I found no difficulty except understanding the tenses in ESP class is really difficult, especially when related to time."

In the explanation above, he has no difficulty except understanding tenses. In this context, it can be referred to the difference between the first language (Indonesian) and the target language (English). In Indonesian language, there is no time aspect and therefore, there are no tenses. Unlike English, tenses and time are important.

The second student explained as the following:

"In my opinion, I found that speaking and listening in the class of Language Laboratory is difficult. I have no difficulty except in speaking ESP."

It indicates that the students found difficulty in speaking and listening classes. Besides that, the next questions reveal their interest in English and Economics subject, as they are majoring in Accounting. They were asked whether they are more interested in English or Economics (Accounting) subjects and why.

"Why do you find difficulty in learning English?"

The answer by the second student is as follows:

"My major subject is Economics, and therefore, I personally like counting. In my opinion, both economics and accounting are important, but I also like English because it has an important role for getting a job."

*The answer by the third student is as follows:*

"I like Economics as my major subject in my campus better than English."

It was stated that the student like the major subject of economics rather than English. This is a sign that shows their motivation to study at STIE Perbanas

Surabaya (College of Economics) is merely Economics. Thus, what the students intended to study when they registered their names is only to focus their intention to study Economics. In that case, it can also be implied that their motivation in learning English is not good. They didn't think that English is also important when they started to enter this college.

More interestingly, the students also think that both Economics and English are important. But, it shows a low motivation because English time is very little compared to that of learning economics. However, when they think both Economics and English are important, they may have a good motivation because such attitude indicates that they still like English, especially when English is taught with a better learning process in the classroom. In connection with this phenomenon, Gardner (1985) also found two main orientations through his research. The instrumental motivation entails a more functional reason for learning the target language, such as job promotion and a language requirement.

The suggestion from the second students interviewed question is as follows:

“ I hope English teachers understand the way how to teach Tenses well. Perhaps, we can go for study tour in the end of the course so that we can also apply English in the real life of business. It is better to study English in practice and, if necessary, we get the guest speaker from the native country of English for having a conversation. “

The suggestion above deals with the teaching and learning process. The students will get motivated when English is taught in practice rather than in theory such as tenses all the time. Even, the students expect the teachers to have a study tour to use English in

the real life of business. Considering this information, it is evident that English as a foreign language for the non-native students can be more interesting when the teachers understand the better way of teaching English. English teachers should understand both the students' intrinsic motivation and language teaching strategy (Richard, JC and Renandya W, 2002). Methods of teaching and approaches to language teaching must be mastered by the teachers so that they can cater for their students in class room.

### **Conclusion**

It can be concluded that there are some factors in learning English as a foreign language by the non-native students, especially at STIE Perbanas Surabaya. Intrinsically, the students have a quite low motivation as both from their opinion based on the questionnaires information. English as a foreign language is not easy to learn and they don't like to use English they have never learned. As the evidence from in depth interview, they also think English is difficult as they come to STIE Perbanas Surabaya) to study Economics. They feel forced to study English because it is a compulsory subject. Yet, external motivation indicates they are still aware of the importance of English in the real life of business, such as finding a job.

Even though they like English they cannot use it for the real communication because the time for using it is very little. They learn English in the classroom but they never use it after that. This is supported by the evidence that they never use English in the real communication and therefore they suggest that the teachers can let them have a study tour to use English outside for communication in the real life of business.

However, this study has some limitations such as the generalization can only be taken at more specifically for the students at STIE Perbanas Surabaya. Besides that, the students being interviewed in depth were only three students. Suggestions can be both for the teachers and researcher for further study. For the teachers, they should understand the students' intrinsic motivation and therefore, they should master the methods and approaches to language teaching. Otherwise, the students get discouraged because they have less intrinsic motivation. For the researcher for further research, they can also explore more information such the students' background of life and also more students from other colleges.

### Bio Data

Kartika Marta Budiana has finished her study of English literature; Master of Education in Surabaya State University (UNESA). She was an English Lecturer in Sekolah Tinggi Teknik Surabaya (STTS) and now she worked for STIE Perbanas Surabaya as the Head of Language Laboratory. She had presented her paper previously in IAMURE Philippines, MELTA (Malaysian English Language Teaching Association), ASIA TEFL and TEFLIN (Teachers of English as Foreign Language in Indonesia).

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