



The Roles of Motivation in the English Language Learning

Danin Christianto✉, Ivena Karin

Sanata Dharma University, Indonesia

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Abstract

English has become one of the global languages which is used in many fields, including in the field of education. In Indonesia, especially, English is considered as a foreign language which means that this language is not always used in daily lives, only in certain conditions or situations. Considering the issue, the rate of English language learning and practice is still low. In order to learn English, learners require motivation so that they can be successful in learning the language. Therefore, the roles of motivation is very crucial during the teaching and learning process. Previously, some of the researches stated that external or instrumental motivation was the one which drove learners to learn English in countries where this language was considered as a foreign language. The result implicated that motivation which dominated the English language learning process was instrumental motivation. It means that such a motivation was the foundation which encouraged learners to learn English in order to get good scores in schools, get jobs, pass examination, and pursue careers. On the other hand, in countries where English is used as a second language, learners learn English are directly motivated because of the inner needs to learn and develop their English skills. In addition, external factors, like environment and media, also play important roles in motivating learners to learn English.

INTRODUCTION

In Indonesia, English is considered as a foreign language which is studied as a part of the curriculum starting from the elementary level up to the higher education level. As a foreign language, English is used informally, which means that this language is not always used whether in the society or classroom during the teaching and learning process (except in International standard schools or English faculties) but as a language used to study certain field disciplines. Due to the role of English as a Foreign Language (EFL), the students' interest in learning this language is certainly influenced by several factors such as internal or external factors, for example. Motivation is one of the important factors which is responsible to students' performances in learning a language. In this term, it is English.

Motivation is defined as an encouragement or effort to do something. According to Brown (2007), there are three different ways to define motivation; from a behavioristic perspective, cognitive perspective, and constructivist perspective. From a behavioristic perspective, motivation is defined as the anticipation of reward which is driven to achieve positive reinforcement and driven by previous experiences of reward for behavior. From a cognitive perspective, motivation seeks to explain human behavior as a product of the careful study and active processing and interpretation of information received. From a constructivist perspective, motivation is derived as much from a person's interaction with others for it is from one's self-determination. This paper aims to discuss about what kinds of motivations can affect learners in English language learning.

Second Language Acquisition

Although considered as a foreign language in Indonesia, English language is not only studied within the classroom but is also used as a mean of communication. This is proven by the spreading of language training centres and International schools which employ English as the instructional language to accomodate alumnae's needs of communicating in English.

How is the impact of globalisation towards the English language learning viewed from the perspective of second language acquisition?

Second language acquisition can be defined as the way of how a person learns a language besides his or her native language whether inside or outside the classroom (Ellis, 2006, p. 3).

Many people contend that language acquisition can be seen from how well students' communication skill develops as well as how fluent they are in communicating by using the second language. In general, however, Second Language Acquisition (SLA) does not focus on communication aspects of a language but rather on the formal characteristics of a language. How to pronounce words from the second language and how accent can change as the time goes by, for examples. Another example is related to vocabulary, which is how well students can increase the numbers of vocabularies. However, the thing which is oftenly focused on is grammar of the second language. It is usually related to the singular or plural markers, relative clause, as well as how far students can produce sentences by using the above structures as the time passes by.

Some purposes of Second Language Acquisition are to describe and explain about the second language acquisition; identifying internal and external factors which influence how students or learners master the second language (Ellis, 2006, p. 4).

Internal Factor

Internal factor refers to (1) students' cognitive process mechanism which allows them to summarise or extract information on the second language from the received inputs. As an example, English plurality is formed by adding the suffix -s to a noun, the relative pronouns "*who*" and "*which*" which replace agent nouns or non-agent nouns, and etc. (2) Students have several communication strategies which assist them in using second language effectively based on their own knowledge of the second language. (3) Another factor is related to someone's language aptitude which causes a student or learner to learn a language faster than others. (4) The last one is the factor of motivation (what kind of motivation which is able to motivate more in learning a language whether it is internal, external,

instrumental, or the combination of all of those kinds of motivations).

External Factor

One of the external factors is the *social milieu* aspect where the learning process occurs. Language learning when a student feels being appreciated by native speakers will have different results compared to the one who is not appreciated, for example.

Another external factor is the input received by the student. As an example, vocabulary items which are heard by him or her repeatedly and continuously will affect more rather than the ones which are rarely heard.

MOTIVATION

This part discusses the definition of motivation, the types of motivation, the learning motivation, the roles of motivation in the teaching and learning process, and the motivation and its influence in learning English.

Defining Motivation

Generally, motivation can be defined as a process to influence one or many people to do something wanted as the certain purpose which has been applied previously (Uno, 2010, p. 1).

From the foreign language acquisition view, motivation covers attitudes and affective conditions which influence the level of efforts which is done by students in learning a foreign language (Ellis, 2008, p. 75). Harmer (1998) says "motivation refers to the internal encouragement which encourages oneself to do anything in purpose" (p. 98). In contrast, Brown (2000) states "motivation is a number of choices which are determined by oneself to get experiences or purposes" (p. 160).

According to Brown (2007), there are three ways to define motivation based on different perspectives.

1. **Behavioristic Perspective:** This motivation contains the understanding of motivation to receive rewards due to certain behaviors. This motivation depends on the external factors such as parents, teachers, friends, education requirements, and etc.

2. **Cognitive Perspective:** In this view, motivation encourages more on the individual decisions, choices which are made by others to have experiences, or the aimed or avoided purpose.

3. **Constructivist Purpose:** This is about motivation which encourages more whether on the social contexts or personal and individual choices.

In the context of foreign language acquisition, motivation can be inferred as an encouragement whether it is internally or externally to help a person to learn a language.

Types of Motivation

Ellis (2008) divides motivation into four types, namely instrumental, integrative, resultative, and intrinsic. As an addition, Brown (2007) adds one more type of motivation, namely extrinsic.

1. Instrumental Motivation

In the process of acquiring and learning a foreign language, instrumental motivation is an effort which is committed by the learners in order to pass the examination, get better jobs, or pass the university's entrance test. In short, this type of motivation is an encouragement which makes the learners motivated to learn a foreign language (*English*) since English mastery will open education and economy opportunities for them.

2. Integrative Motivation

This type of motivation encourages learners who learn English interested in learning the people and culture related to the English language.

3. Resultative Motivation

This motivation appears as the result of the achievements received by the learners because they have English abilities. However, this motivation can also appear because of the language learning process. As an example, learners who are successful in English learning will get motivated to learn more, or they can also get unmotivated depending on the consequences emerging on them.

4. Intrinsic Motivation

Activities which are motivated intrinsically are the activities without explicit rewards. Learners get involved in various activities for

themselves, not because of external influences. Attitudes which are motivated intrinsically create the satisfaction internally such as feeling competent and determining their own destinies.

5. Extrinsic Motivation

This motivation is the opposite of the intrinsic one. It appears because of the existence of the stimulation from the outside such as money, reward, and examination grades.

Learning Motivation

Motivation and learning are influencing each other. Learning is a permanent attitude change relatively and it is resulted from the reinforced practice which is helped by a purpose in order to achieve a certain purpose potentially. Intrinsically, learning motivation can emerge in the forms of a desire and encouragement of the needs of learning. Extrinsically, it appears because of the existence of rewards, conducive learning environment, and interesting teaching and learning activities.

The essence of learning is the internal and external encouragement of the learner who are studying to have attitude changes, generally by using several supportive indicators or elements. Such things have important roles in terms of the success of a person in learning. Learning motivation indicators are classified as (1) the existence of the desire of being successful, (2) the existence of the encouragement and need of learning, (3) the existence of the future hope and wish, (4) the existence of the appreciation in learning, (5) the existence of the interesting activity in learning, and (6) the existence of the conducive learning environment which possibly makes learners can study well.

The Roles of Motivation in the Teaching and Learning Process

Motivation plays an important role in the process of teaching and learning, namely (1) to determine things which can be used to empower the learning process, (2) to clarify the learning purpose which is to be achieved, (3) to determine various problems against the learning stimulation, and (4) to determine the learning perseverance (Uno, 2010).

1. The Role of Motivation in Determining the Learning Empowerment

Motivation can take a role in the learning empowerment, as in a case of a child who is studying and he or she will be faced against a problem so that he or she needs a solution. The concrete example is there is a child who is trying to solve a math problem by using the logarithm table. The effort of finding the logarithm table is the example of the role of motivation in empowering the learning process.

2. The Role of Motivation in Clarifying the Learning Purpose

Here, the role of motivation is strongly related to the meaning of learning. A child will get interested to learn something if the thing learned is beneficial to him or her. As an example, a child studies about electronics because he or she knows that he or she can fix his or her broken radio by learning about it.

3. The Role of Motivation in Determining the Learning Perseverance

A child will get motivated to learn something by hoping that he or she can get good grades. This motivation prevents the child attracted to do other things beside learning. It means that motivation is very influential on the learning endurance and perseverance.

Motivation and Its Influence in Learning English

According to some research about motivation and its influence against the second language learning (*English*) which were conducted by researchers in some countries, the results are as below.

1. The first semester students in the Metropolitan Academy of Manila (MAM) got motivated intrinsically to learn the second language in the area of *speaking* and *reading* due to a lot of supportive foreign media. This intrinsic motivation is also encouraged by the desire of getting good results as well as considering English is important in the future, especially in finding jobs (Lucas, 2010, p. 19).
2. Another research shows that students of refinery affairs in Yemen were motivated instrumentally to learn English because of the academic and working demands. So, the students had a big desire to learn English since

they wanted to pass the English language subject. Also, their abilities in using English are able to help them in working. (Al-Tamimi & Shuib, 2009, p. 29).

3. Another research which was conducted in China to some students who learn English as a foreign language had proved that instrumental motivation played a major role in the process of teaching and learning. The students in China got motivated to learn English in order to pass the examination successfully or get the graduation certificate.

CONCLUSION

Based on the research which had been conducted in some other countries, it can be concluded that:

1. In learning English, learners are get motivated instrumentally, like the learners in Yemeni and China. This motivation is really the basic one in learning a language because learners learn English only as a need of passing the examination or getting a job, not because they love the language.
2. Kacru (1992) divides the English language users countries into three, namely (1) English as a Native Language in England, Australia, and America, (2) English as a Second Language, used as the instructional language in schools, offices, and government institutions in Singapore, Malaysia, and Phillipines, and (3) English as a Foreign Language, used only in the certain subjects at schools, especially in Indonesia.
3. From the research results, it can be seen that the biggest motivation of the countries which are included into the third group is the instrumental motivation, that is, it is only used to get good grades or jobs.

The research in Phillipine, the country which uses English as a second language, has been proved that the learners are encouraged intrinsically to learn English as there are many

external factors such as media, environment, and technology. They are get motivated internally due to the existence of continuous exposé from the environment.

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