



ANALYSIS OF STUDENT MOTIVATION OF ENGLISH LEARNING AS A SECOND LANGUAGE

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ABSTRACT

The purpose of this study was to look into the students' motivation for learning English as a second language. The effectiveness and productivity of teaching English as a second language are significantly impacted by motivation, which is regarded as a fundamental component in the success of language learning. The students' approach to learning English in light of numerous significant motivational theories (ranging from Gardner's integrativeness/instrumentality to the motivational self-system) and the idea that English is a global language. Inspiration has been alluded to as the "dismissed heart" of language schooling, as indicated by Rost (2006). The class wouldn't have any life and a pulse if the students didn't get involved. When compared to the issue of motivation, particularly in EFL contexts, other issues pertaining to teaching methodology appear to be of little significance.

Keywords:

English; Language Learning; Motivation.

INTRODUCTION

English language instruction is very unsuccessful in Indonesia. The students' formal study of English since the elementary school level is still seen as insufficient. The results, such as the pupils' performance on a daily test in school or even on a national exam, demonstrate this. In this country, it is also typical for pupils to use English quite infrequently. It is brought on by a lack of confidence and a sense of anxiousness when speaking English. Based on these issues, the instructor must enhance the effectiveness of their English instruction so that it is more efficient for the pupils.

The practice or study of English by speakers of various native tongues is known as ESL (English as a Second Language). English is used in Malaysian education as a second language. Although the students make an effort to adapt, they have trouble since Malaysian schools and universities need to completely emphasize the value of the English language. Adwani and Shrivastava (2019) examined the elements impacting SLA (Second Language Acquisition) in order to pinpoint the causes of this problem. They concentrated on five key elements, among them motivation. They firmly thought that the neglected core of language teaching is motivation. "It is observed that all learning activities are filtered through the motivation of the students," they claimed.

According to Adwani and Shrivastava (2019, p. 159), "without student motivation, there is no pulse; there is no life in the class. Additionally, this study is focused on the motivation element as the aspect that influences how well pupils learn. No matter if it is a second language or a foreign language, the ultimate goal of language education is to give students the ability to comprehend and use the target language effectively. As a tool for communication, language is important for reading,



writing, speaking, and listening (Larsson, 2001). A strong command of language is essential for efficient communication. According to Jadgish (2010), Gandolfo (2009), Breiteneder (2009), and Sharifah Maimunah (2003), English is still the most widely spoken language on a global scale and is particularly important for the exchange of ideas and knowledge in the fields of science and technology.

Numerous studies and models have attempted to explain the phenomenon of students' desire and proficiency in second languages (e.g., Clément, 1980; 1985 by Gardner; 1998; MacIntyre, Clément, and Noels). Even though each of these models asserts that motivation is essential for learning a second language, the concepts used to support this assertion differ from model to model. Individual differences in second language proficiency are identified by these models, and they assume that these factors have an effect on what happens in language classes.

Even though each of these models asserts that motivation is essential for learning a second language, the concepts used to support this assertion differ from model to model. Individual differences in second language proficiency are identified by these models, and they assume that these factors have an effect on what happens in language classes. There may not be enough social acceptance for the idea of becoming proficient in English, there may not be enough opportunities for interaction with English speakers, there may not be enough strong role models promoting the learning of English, and there may not be enough English input in the environment. The majority of contexts lack all of these factors, which we know contribute to successful second language acquisition.

There is typically not enough English input in the environment, probably not enough opportunities for interaction with English speakers, typically not enough strong role models promoting the learning of English, and possibly not enough social acceptance for the idea of becoming proficient in English. All of these factors are known to contribute to successful second language acquisition. Due to these unfavorable circumstances, a learner needs to be exceptionally motivated to succeed in learning English. It is undeniable that motivation is a key factor in learning a second or foreign language. It is well recognized that pupils who are highly motivated are probably going to study languages more successfully (Dornyei & Csizer, 1998).

Although it is commonly known how important motivation is, not all students are highly motivated to learn foreign languages. For instance, many junior and senior high school students in Indonesian environments continue to believe that English is a challenging subject, and they appear uninterested to learn English in the classroom. According to Achmad & Yusuf (2016), Ulfa & Bania (2019), Usman et al. (2016), and others, motivation refers to the combination of effort and a desire to attain the aim of language acquisition with positive attitudes about language learning. In other words, motivation to learn a second language refers to how much an individual strives to acquire the language out of a desire to do so and the satisfaction they derive from completing a task (Rubrecht & Ishikawa, 2012).

Effort alone does not accurately convey motivation. Although the individual putting forth effort is typically not driven (Gardner et al., 1983), the motivated person is doing so in order to achieve the goal. In keeping with this idea, a student's motivation might affect how well they learn the English language. It is important to





study how students learn English successfully or unsuccessfully since it may have an impact on their motivation and method of language acquisition. According to Dornyei (2002), the learner's passion, dedication, and perseverance are the key elements in deciding success or failure. Thus, this type of study, which focuses on four motivations, has only been conducted by a small number of researchers.

METHOD

It is essential in this study to employ the appropriate data collection strategies and methodology for the motivation to learn English research to process relevant data and provide relevant results. This study used the following data collection strategies: 1) Reading the books. A number of methods for gathering information from libraries, reading and taking notes, and maintaining research materials are referred to as literature studies. Writing study is research that is done by specialists by social occasion different books and periodicals connected to investigate hardships and points, guarantee Danial and Warsiah (2009: 80). When presenting research findings, this method is used to present numerous theories that are relevant to the issues being investigated or difficulties being encountered.

Another way to interpret literature study is to look for theoretical references that relate to the problems or situations found. 2) Web looking, frequently known as online hunt, is the most common way of utilizing a PC to direct pursuits by means of the web utilizing explicit inquiry devices or programming on servers connected to the web that are scattered all through the globe (Sarwono, 2005: 229). due to the abundance of research-related content on the internet, the use of the internet as a source for data collection methods. Obviously, this diverse knowledge is very useful for research, and it is complemented by a variety of literature derived from previous studies that were carried out in numerous regions of the globe. Adaptable availability and simple application are likewise significant focuses for making information search on the web as one of the information assortment strategies in this examination.

RESULTS AND DISCUSSION

The concept of problem-based learning is that new knowledge should be gained and absorbed by first resolving practical problems, according to Barrows (1982; 2002). It is a learner-centered educational strategy that aims to develop students' capacity for problem-solving, a lifelong habit of self-directed learning, and cooperation. It allows students to acquire a wide range of information from several subject areas or fields. This approach is cross-disciplinary from a constructivist perspective since students may understand processes from a real-world perspective (Berns & Erickson, 2001).

Experiential learning, according to Torp and Sage (2002), is structured around the investigation and resolution of challenging, real-world problems. Teachers direct learning by using problems from the actual world. Teachers guide student learning by probing, questioning, and the application of real-world challenges.

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learning by using problems from the actual world. Teachers guide learning by exploring, pushing, and questioning students' ideas while using real-world challenges (Torp & Sage, 2002). presents pupils with a chaotic, unorganized setting in which they act as the stakeholder or "owner" of the circumstance. They discover the true issue and gather all the information required to come up with a workable solution through inquiry.

Students can acquire English as a second language in the twenty-first century through a variety of techniques. Students, meanwhile, are having trouble picking up the English language. Students face challenges within and outside of the classroom while they learn a language. Lack of enthusiasm is the main problem. Students frequently give their undivided attention on grammar to the point that they grow worried and give up on trying to learn English. Many students prefer to quit up before they even begin because they don't want to risk being made fun of by others. 39, Gardner and colleagues (1983)

3.1 Student's Motivation Level in Learning English as a Second Language

Student intrinsic, integrated, and result-focused student incentives. The student's internal, integrative, and goal-oriented motivations were also adequate. Additionally, they were relatively high among students. The findings are entirely in line with past discoveries made by Al-Ta'ani (2018). It is also important to remember that, along with instrumental motivation, the categories of integrative, resultative, and intrinsic motivation all fall within the high motivational level umbrella.

3.2 The Effect of Motivation on Second Language Acquisition

Motivation is one of the most important factors in learning a second language. Motivation is a type of desire for learning. It is extremely difficult to teach a pupil who lacks enthusiasm to learn a language in a classroom environment. From that perspective, it becomes more important to be able to engage the student and make them want to participate in the learning process. Reece & Walker (1997, cited in Gomleksiz 2001) assert that motivation is a key factor in learning a second language. They stress that less intellectual but highly driven students are more likely to succeed than clever but uninspired students. When students come in with high levels of interest, the teacher's role is to maintain that enthusiasm.

According to Shulman (1986 as referenced in Gomleksiz 2001), students learn most Students learn most effectively when they are motivated, and motivation may be boosted by providing a positive emotional atmosphere, according to Shulman (1986 as cited in Gomleksiz 2001). Gomleksiz (2001), citing Crookes & Schmidt (1991), described motivation as being characterized by choice, involvement, and reward.

The results of this study are in agreement with those of Kitjaroonchai and Kitjaroonchai's (2012), Al-Ta'ani's (2018), and Rehman et al.'s (2014) studies. All of these studies found that students' instrumental incentive for learning English as a second language is at a high level, in contrast to other incentives. Additionally, a distinctive pattern of results is shared by all of these research, showing that integrative motivation was only slightly weaker than instrumental drive.

Our study differs from those of Al-Ta'ani (2018) and Rehman et al. (2014) in that they only looked at two forms of motivation: integrative motivation and instrumental motivation. While the study has looked at both intrinsic and result-based motivation.





On the other hand, Kitjaroonchai and Kitjaroonchai (2012) found a link between students' academic success and their enthusiasm to learn. The mean value and intensity of each form of motivation for learning English as a second language have been determined by this study.

Motivation is influenced by the social dynamics between the instructor and the learner. To create a learning environment that is successful, strong interpersonal and social connections are necessary. According to Cooper & McIntyre (1998, as cited in Gomleksiz 2001), certain types of interpersonal and social interaction are thought to be necessary for learning. If this is the case, then conditions that make these interactions desirable or at least agreeable must be met in order for learning to be effective. The correct sorts of engagement might help a student deal with problems that come up during studying.

It is important to recognize the important role that teachers play in inspiring pupils to take an intense interest in learning a second language. Success in second language acquisition in the classroom by a teacher has a direct influence on the academic performance of pupils. Cooper & McIntyre (1998, cited in Gomleksiz 2001) underline the importance of the instructor factor in students' success. The authors continue by asserting that a teacher's capacity to guide students' attention and promote effective pupil calibration will directly influence how well kids learn.

CONCLUSION

To sum up, language acquisition motivation is a highly complicated process. In addition, motivation is a key element in learning a new language (Gardner et al., 1983). This is the reason why this subject has been a crucial one for research in the field of ESL. More people will wish to learn new languages in the twenty-first century to better themselves in their lives and at work. In that instance, this study inspired academics to further explore the motivation for learning a foreign language and its relationships with other factors.

Learners are more successful at learning English in Second Life if they have higher extrinsic goal orientation, higher intrinsic goal orientation, or better self-efficacy. The ability of students to study English in Second Life will depend on their motivation. Students perform well in a subject if they are confident about learning it. This study demonstrates the instructional potential of 3D virtual worlds, supporting the use of these environments in the classroom by teachers. The learning motivation of pupils can be improved by teachers showing films, cartoons, and music. Students will get more engaged in their education this manner, and their Second Life learning performance will improve.

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