STUDENTS' MOTIVATION TOWARDS ENGLISH IN STATE POLYTECHNIC OF FAKFAK WEST PAPUA

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Abstract: The purpose of the study was to find out students' motivation towards English in State Polytechnic of Fakfak, West Papua. Fifty three students of Informatics Management Study Program participated in this study. The instrument used in the data collection was a questionnaire that consists of 20 indicators in which 9 indicators refer to instrumental motivation and 11 indicators are about integrative motivation. Two open-ended questions were also given to participants in order to know more about the students' motivation in learning English. The data were analyzed descriptively. The finding showed that the majority of students had integrative motivation in learning English. The finding also showed that based on the students' responses from open-ended questions, most of the students learned English because it helps them to communicate and to make friends with English native speakers as well as to learn their culture. Besides, some students think that learning English is useful in getting an excellent job in the future, to study or work abroad,to pass an English proficiency test and to be able to read English materials.This study suggests that in learning English, motivation is crucial to determine the learners' achievement.

Keywords: *polytechnic students, integrative and instrumental motivations, English learning*

Indonesia is an archipelago of thousands island with geographical, social, and cultural condition diversity. Yet, the importance of English is not limited to those who are living in a modern area as in the city, where English is used more by some people. Although English is regarded as a foreign language in Indonesia, it has immersed in every part of lives, English is also needed in the place where English is used less such as villages, country sides, and even in the remote areas. Unconsciously, English is found in some sophisticated devices such as in the mobile phone, in the computer, and in the Internet. As a result, English education is a crucial thing to be taught in every school or university in order to bridge the students in understanding on what they are reading or what the foreigners are speaking about and developing themselves or as individuals.

Realizing the importance of English as its function as a global language and the use of English to obtain better career in academic or business field throughout the world. In Indonesia, although English has no massive use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country's language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang in Lauder, 2008). Making easy generalizations about the social functions of English are not easy in a country like Indonesia where it is not the first language.

Nowadays, English becomes a global language or international language which is widely used by people over the world. Since it is used to communicate with other people around the world, English has been taught in every school in Indonesia as a foreign language. It is obvious that the foreign languages, especially English is taught in Indonesia aims to bring this nation to International challenge in any real sector. Arung (2015) stated that the value of knowledge and idea becomes the fundamental reason in the learning and teaching English as a foreign language. Hence, the English proficiency is important to be mastered (Nazara, 2011). However, it is determined by the students' motivation and attitudes towards English. As Brown (1994) stated that motivation is a construct made up of certain attitudes and the most important of these is a group specific, the attitudes learners towards the member of the cultural group whose language are learning. The motivation among the second/ foreign language learners often related to their opinions and beliefs towards language and also the speaker's community. Thus, it is clear that students' English performance will be determined by their motivation in learning a language which is a result from their perception and attitudes towards the language and their native speakers.

Nevertheless, the individual perception is resulted from the negative and positive attitude to the certain objects or matters. Campbell (1967) declared that perception is a process where one will form an impression about someone or something. The gained input through one's observation will produce certain judgment or belief which influenced the motivation of an individual toward certain things or event occur around them. The motivation in the current study is referring to the students' motivation in learning English subject as a general course in State Polytechnic of Fakfak, West Papua. Since the institution is located in countryside where English has not widely used as in the city, so that, the writer would like to know how the students'

motivation in learning English is, especially for informatics management students.

In second or foreign language learning pedagogy, students' attitude is an essential component of learning something. It is crucial to obtain more information relates to the attitude among the students in ordet to understand their thought and feeling towards English which affect their learning. The present study is conducted to identify the students' motivation in English which may influence their attitude towards english course as well. In addition, the findings of the study are expected to help course planners to improve the current teaching strategy used throughout the course in order to establish high motivation towards English among the students. Nevertheless, if the results show less motivation among the students towards English, it means that the course activity might need improvement. Yet, if it is found that the students are highly motivated in learning English, the course activity can be maintained and upgraded.

Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something". As stated by Brown (1994), motivation is a term that is used to define the success or the failure of any complex task. Steers and Porter (1991) deal with three matters while discussing motivation: what energizes human behavior, what directs or channels such behavior, and how this behavior is maintained or sustained. Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it".

The most outstanding types of motivation are external and internal (Brown, 2002). When students are being pushed by others to learn, motivation is external. However, if students are learning because they want to learn for their own purposes and reasons, this is internal. In short, self-motivation is internal and motivation from others is external. Harmer (2007) calls them extrinsic motivation (which comes from

outside or external factors) and intrinsic motivation (which comes from inside); this last is the ideal. The most outstanding types of motivation are: external and internal (Brown, 2002). When students are being pushed by others to learn, motivation is external. However, if students are learning because they want to learn for their own purposes and reasons, this is internal. Summarizing, self-motivation is internal and motivation from others is external.

There are two types motivation that uncommonly known by some people, they are; instrumental and integrative motivation. According to Carreira (2005), intrinsic-extrinsic distinction is similar to integrative-instrumental distinction, but not identical. An intrinsically motivated learner is not influenced by external rewards or punishments for their exertion; also, individuals with intrinsic motivation choose to perform tasks due to the inherent pleasure or sense of accomplishment that comes from a job well done. Besides, Instrumental motivation refers to a learner's desire to acquire a new language for utilitarian reasons and to reflect the practical value and advantages of learning a target language (Gardner & Lambert, 1959 in Hernandez, 2008). They also define instrumental motivation as "learning a language because of someone or less clearly perceived utility it might have for the learner". Integrative motivation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate in the target. Integrative motivation was defined as "learning a language because the learner wishes to identify himself with or become integrated into the society" of the target language.

In other words, integrative motivation is an interest in learning a foreign language in order to understand the culture, tradition, and community of the people who speak that language while instrumental motivation is an interest in learning a foreign language for pragmatic gain as such passing examination or university requirements, obtaining a

prospective career or for further education overseas. Therefore, a learner is motivated when he/she learns a language because he/she wants to know more of the culture and values of the foreign language group, to make contact with the speakers of the languages, to live in the country concerned.

Therefore, departing from this issue, the main purpose of this study is to identify the students' motivation (integrative and istrumental motivations) towards English in State Polytechnic of Fakfak, West Papua.

METHODOLOGY

The study uses qualitative and descriptive type research to find out what type of motivation that the students have and the students' reasons related to their motivation in learning English. Alex (1996) stated that the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers. This research is descriptive qualitative research because the data are the form of written.

This study focused on a small group of 53 learners of second year students at the 4th semester of Informatics Management Study Program as the participants involved in this research.

The instruments used in this study were a motivational questionnaire with integrative and instrumental orientation scales using Attitude Motivation Test Battery (AMTB) which was adopted from Gardner (1985) and an open-ended question. The questionnaire consists of 20 five-point Likert scale items ranging from 1 to 5 which means strongly disagree = 1 to strongly agree = 5. Integrative motivational questionnaire consists of 9 items (1, 2, 7, 8, 9, 13, 16, 17, 18), and instrumental motivational questionnaire consists of 11 items (3, 4, 5, 6, 10, 11, 12, 14, 15, 19, 20). The questionnaire items were translated into Bahasa since it was considered that the students would better perceive all the questions in Bahasa rather than in English. In addition, the open-ended question

consists of 2 items. The first is to ask the students another motivation to learn English which is not mentioned in the questionnaire and the second is to rate the students' achievement in English based on their own perception started from very bad, bad, normal, good, and very good.

The motivation questionnaire was distributed to the participants during regular class of English hours. The participants were informed that the data gathered were anonymous and used for the purpose of research. Each questionnaire will be collected by the researcher right after the respondent has finished answering and checking his or her responses.

The present study used descriptive statistics to quantitatively describe the results. Ratings of instrumental motivation are 11 items (1, 2, 7, 8, 9, 13, 16, 17, 18) from this category and each participant is required to rate on a 5-point scale to the level for each instrumental or utilitarian reasons to learn English language. The higher scores in this category, the more he or she is identified as an instrumentally motivated learner. Meanwhile, ratings of integrative motivation are 9 items (3, 4, 5, 6, 10, 11, 12, 14, 15, 19, 20), from this category and each participant is required to rate on a 5-point scale to the extent for each integrative reason to learn English language. If the student is integrative motivated in learning the second language, he or she would be assumed to place more emphasis on the integrative value of learning the language. Ultimately, the higher the student scores in this category, the more he or she is identified as an integrative motivated learner and vice versa.

FINDINGS AND DISCUSSION

Based on the results of the questionnaire, researcher found that the research subjects have instrumental and integrative motivations in learning English at Informatics Management in State Polytechnic of Fakfak. However, amongst 53 students, majority of participants appeared to have integrative motivation more dominant than instrumental motivation. There are 25 students who have integrative motivation, 13 students have instrumental motivation, and the rest 17 students have both integrative and instrumental motivation because their score was equal in answering questionnaire items for both types of motivation.

Based on the results of the open-ended questions, students' reasons to learn English were related to the types of motivation that they have shown in their results of the questionnaire before. Also, their reasons comprise of many aspects or indicators related to instrumental and integrative motivation. They learn English not only because of wanting to get a good grade or job in the future but also willing to interact with the language owner of English itself which is, in this case, are English native speakers. Ten students who have instrumental motivation also showed that they learn English because they think that it can support their study, social life and career in the future. It is in line with what Brown (2000) states that the focus on instrumental motivation is to reach specific career, educational or financial goals such as to achieve academic achievement or to get a better job which makes a better salary for someone's life.

It is also shown from the answers of instrumental motivation. The students stated that their experience in learning English helps them to understand when they have to read materials in English for school assignments and preparation of English competition which required them to explore materials in the English language. While the 3 other students' answer is that they learn English in order to comprehend more about computer programming especially the use of English terms in the computer system which is related to their field (Informatics Management).

Integrative motivation is related to English native speakers as the target language group. Mun (2011) pointed out that integrative motivation makes learners

have positive attitudes toward the target language group, and they intend to join together with the target language community. The researcher found that the research subjects, especially for 18 students who have integrative motivation, showed positive attitudes toward the target language group. They expected to not only interact but also make friends with English speaking people even intent to find a couple from English speaker country. Furthermore, 7 students showed their intention to know and experience different cultures from English native speakers. They realized that it is good to improve their knowledge and insight about the outside world. Meanwhile, the 15 students who have equal result for both integrative and instrumental motivation gave various answers randomly, including both instrumental and integrative reasons.

Lastly, the result of students' personal rate about their ability in English reveals a fact that the majority of students have "normal" achievement in English (21 students). Yet, there are 15 students rate their selves in terms of "good" while only 1 rates herself "very good" in English. However, 16 students think their English is bad. Based on this result, the researcher concludes that informatics management students' achievement in English is basically good, it is proven by none of the students rate their selves in "very bad" achievement. High motivation and deep learning are needed to improve their English skill. Therefore, it is clear that English is crucial to be learned by engineering students to meet their needs in the future to obtain a good career.

CONCLUSION

To sum up, the researchers found that it is an essential thing to recognize students' motivation in learning English. This study showed that majority of Informatics Management students have integrative motivation to learn English. Yet, it is possible for a student to have more than one type of motivation in which the results of this study have presented that students in Informatics Management at State Polytechnic of Fakfak, West Papua, have instrumental and integrative motivations in learning English. There are 17 students have both high integrative and instrumental motivation to learn the language. Hence, students are human beings with developing the mind, feeling and motivation to deal with their environment, especially the learning environment. Not only the students themselves, but the English teacher and their family should appreciate the existence of their motivation in learning English as people who are also involved in their learning environment. This could be attributed to the fact that the students felt that learning the English language would help them with future career, education opportunity, and communication in the rapid change of globalization. These students well perceived the importance of the English language. They positively agreed that the language would be a significant means to communicate with other people from different countries and learn about their cultures and traditions, ways of life, values, and beliefs. Further studies might be conducted using interview to students to gain more information.

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