

DYNAMICS OF STUDENTS' LEARNING MOTIVATION IN THE PROCESS OF LEARNING ENGLISH IN HIGHER EDUCATION

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ABSTRACT

The key element influencing learning activity is motivation. Learning objectives are difficult to attain without having high motivation to learn. Students that are motivated will be more engaged in their learning, which will push them to understand and use English properly. This research uses a descriptive method to examine students' learning motivation in learning English. This research is a survey by distributing questionnaires, and then the questionnaire results will be analyzed quantitatively and descriptively qualitatively. This research found that students already have good attitudes and interest in learning English, but there is still a need for development to achieve optimal English learning outcomes. Students still often feel afraid to communicate in English because they fear making mistakes in pronunciation, grammar, and using the correct language. This research implies that university lecturers should continually motivate their students to communicate in English and facilitate students with a positive and conducive learning environment.

Keywords: Students, Learning, Motivation, Higher Education

INTRODUCTION

Educational institutions are responsible for providing quality education to produce highly competitive graduates who can answer the challenges of the times. Quality education is necessary along with the times and developments in science and technology. An ideal educational institution provides quality and competitive education, where all systems providing education at the school can run according to their function in carrying out the learning process (Maba et al., 2023). The learning process is a process of activities to change the behavior of learning subjects. This behavior change can be seen in various forms, including the learning subject

becoming creative. Creativity in learning is characterized by several characteristics, such as open thinking and being spontaneous, curious, and independent (Sri Widiastuti et al., 2022). Creativity in learning does not just appear but is influenced by several internal and external factors (Mantra et al., 2021).

In terms of the English language learning process, most students have formally studied English since elementary school level, which can still be said to be inadequate (Astawa et al., 2018). Several findings in the field show this, such as students' low English scores on national exams and the low frequency of English use

among students. Various studies have been conducted on teaching and learning English in Indonesia and several factors are considered to have a significant role in the success of English language teaching (Maba et al., 2023). These factors include teachers, students, curriculum, teaching materials, and learning facilities. Talking about students as an essential element of learning cannot be separated from discussing motivation.

Student motivation is believed to be a learning element that determines student learning success (Khairani et al., 2020). A person will be successful and creative if he desires to learn. The desire or urge to learn is what is called motivation. Based on the assumptions above, students who have motivation in learning are characterized by a change in their inner energy. The impulse that arises within a person change into an energy that makes them work or study, search for, and solve problems until they are resolved. Motivated students also make reactions that direct themselves toward achieving goals (Sari et al., 2021).

Learning Motivation is an internal process within a person that provides passion or enthusiasm for learning, containing efforts to achieve learning goals, where learning is understood and developed (Mantra et al.,

2022). Apart from intrinsic factors, learning motivation is also influenced by extrinsic factors. Motivation is essential in learning activities because motivation encourages enthusiasm for learning; conversely, a lack of motivation will weaken enthusiasm for learning. Motivation is an absolute requirement for learning; a student who studies without motivation may fail optimally (Handayani & Widiastuti, 2019).

Motivation plays a vital role in learning with its needs theory, describing hierarchical relationships and various needs in the first need, which is the basis for subsequent needs to arise (Law et al., 2019). If the first need has been satisfied, humans begin to desire to satisfy the next need. Under certain conditions, overlapping needs will arise; for example, people want to eat not because they are hungry but because other needs encourage them (Handayani & Mantra, 2022). If a need has been fulfilled or satisfied, it does not mean that it will not arise again forever, but that satisfaction is only temporary. Humans dominated by unsatisfied needs will be motivated to carry out activities to satisfy these needs.

Motivation is essential to arouse students' passion for learning so learning activities can run well (Oweis, 2018).

Learning motivation is the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved. Learning motivation is an internal and external encouragement to students learning to change behavior, generally with several indicators or supporting elements. From several definitions of learning motivation according to the experts above, it can be concluded that learning motivation is an impulse that arises both from within and from outside the student, which can generate enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved (Widiastuti et al., 2021).

Many factors can influence student learning motivation. These factors can originate from within the student himself, such as the student's physical and spiritual condition, abilities, etc. Meanwhile, extrinsic factors that can influence student learning motivation include the conditions of the school environment, family, teachers, learning facilities, and relationships (Rafiola et al., 2020). Indicators of learning motivation are persistence in carrying out assignments, interest in various problems and

solving them. Motivation to learn can also be encouraged by rewards, exciting activities, and a conducive learning environment. A student who is always motivated to learn will actively participate in learning activities.

In terms of implications for learning, tired and hungry students will only be partially motivated to learn. After physical needs are met, the next level of need is security. A student who feels threatened or ostracized by other students or his teacher will not be well motivated to learn (Islam et al., 2018). There is a need called self-esteem, namely the need to feel important and appreciated. A student whose self-esteem needs have been met will be confident and feel valuable, strong, capable, and helpful. The most important or highest need is that if all individual needs are met, they will feel free to display their full potential (Mantra & Widiastuti, 2023). The basis for self-actualization includes knowing and understanding to satisfy the most basic cognitive aspects.

The teacher, as an educator, must know what his students want. Like the need for achievement, because each student requires achievement that is different from one another. Not a few students have low achievement motivation. They tend to fear

failure and do not want to take risks in achieving high learning achievements (Keskin & Yurdugül, 2020). However, many students have high motivation to achieve. Students have high achievement motivation if the desire to succeed genuinely comes from within themselves (Palmer, 2005). Students will work hard both within themselves and in competing with other students. Students come to school with varying understandings of themselves as a whole and their own abilities in particular.

They have a particular image of themselves as humans and their abilities in dealing with the environment. This is a stamp or label that students have about themselves and is unlikely to be seen by teachers but greatly influences students' learning activities. This image forms through interactions with other people, namely family, peers, and other adults, influencing their learning achievement at school (Mantra., et al., 2022). Based on the view above, it can be understood that students come to school with an image of themselves that has already been formed. Despite this, teachers can still influence and shape students' images of themselves to achieve a more positive image of each student. If a teacher likes to criticize or even belittle

students' abilities, then students will tend to judge themselves as someone unable to excel in learning.

On the other hand, if the teacher gives appreciation and is supportive in assessing student achievement, it is more likely that students will assess themselves as capable of achieving. Achievement awards are an encouragement to motivate students to learn. Intellectual drive is the desire to achieve an outstanding achievement, while the drive to achieve success includes emotional needs, namely the need for achievement (Mantra et al., 2022). Motivation is a change in energy within a person's personality, characterized by the emergence of affective feelings and reactions to achieve goals. This contains three interrelated elements: 1) motivation starts from changes in personal energy, 2) the emergence of feelings characterizes motivation, and 3) motivation is characterized by reactions to achieve goals.

Some research related to learning motivation has been carried out by several researchers who found that learning motivation is essential for increasing student learning activities (Oweis, 2018; Amin *et al.*, 2022; Khairani et al., 2020). However, in this research, the learning motivation variable in English language learning will be examined

in more depth in order to obtain accurate information to improve the English language learning process.

Based on the description above and the phenomenon regarding the importance of learning motivation in the English language learning process so that students have maximum abilities, this research was carried out to reveal the actual student learning motivation that occurs in the English language learning process.

RESEARCH METHODS

This research uses a descriptive method to examine students' learning motivation in learning English. This research is a survey by distributing questionnaires, and then the questionnaire results were analyzed quantitatively and descriptively qualitatively. Descriptive research aims to reveal the facts related to the variables studied (Ary et al., 2018). Conducting a descriptive study may provide significant benefits for the future development of education (Cohen et al., 2018). There are 60 students selected as the subjects of the study. Data was collected through questionnaires distributed to respondents, namely students in the English Language Education study program at Mahasaraswati University Denpasar. The

questionnaire consists of 10 questions: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire results were analyzed based on the scoring scale. Apart from that, data collection was also carried out by interviews. Interviews were conducted to complete the questionnaire data and also as a means of triangulating data collection.

FINDINGS AND DISCUSSION

Learning motivation becomes a crucial factor in successful learning. Students need to have highly strong learning motivation to obtain high competence in learning. Therefore, every learning activity should be design to promote students' motivation. To obtain data concerning students' motivation in learning English, 60 students who participated in this study were given a set of questionnaires to answer. The questionnaires were administered to all students who were selected as the participants of the study. The results of the questionnaire can be presented as follows:

Table 1. Students' motivation in learning English

Qualification	Number of students	Percentage
Strongly agreed	42	70%

Agreed	12	20%
Undecided	6	10%
Disagreed	0	0%
Strongly disagreed	0	0%

The questionnaire percentage shows that the total number of respondents who strongly agreed, agreed, undecided, disagreed, and strongly disagreed are 70%, 20%, 10%, 0%, and 0% respectively. These figures show that subjects responded positively to the process of learning English conducted by the university lecturers.

Furthermore, the data were also collected from interviews to the selected students, the excerpts of the interviews can be presented as follows:

Table 2. Excerpts of interviews with the selected students

Interview Participant	Excerpt
Student A	<i>"I want to learn English because English is an international language. I sometimes feel worried about making mistakes when talking in English."</i>
Student B	<i>"Well, English is important for my future. I can work internationally if I speak well. I am keen on learning, but I always worry that I make mistakes in grammar and pronunciation."</i>

Student C *"I am really motivated to learn English because I have good English. It will enable me to improve my learning achievement and better job later. But English is very hard because it has many grammatical rules and complicated word usage."*

Student D *"I am really active in learning English. It is important to have good skills in English, but I still have trouble communicating properly because English has complicated language rules and many words to remember."*

Based on the results of the interviews, data was also obtained that there are still many students who experience anxiety and worry about having the courage to speak English. They expressed that they were afraid to speak English because they were afraid they would make mistakes both grammatically and because of limited vocabulary. Apart from that, because they are still learning, they think grammatical errors are very dominant. Hence, some are still worried about speaking English, especially with native speakers. This can be overcome with motivation and support from parents, teachers, and lecturers or the surrounding environment so that students can become more confident in speaking English outside

the classroom. The questionnaire data found that more than 90% of respondents agreed and strongly agreed that they have to learn English and have a good perspective on English language teaching.

Students believed that English plays a critical role in various aspects of life in the international realm. If someone wants to have a career path that penetrates beyond the national realm or reaches the international realm, then international language skills and mastery are necessary. In the questionnaire, almost all students strongly agreed that good English language skills would benefit the smooth running of their career or job. Based on interviews conducted with several students, data was also obtained that students were motivated to learn English to get jobs in the future. Some said they dreamed of jobs as tour guides, teachers, and lecturers, as well as working abroad. They think English will be a stepping stone for them to join the international world by mastering international languages. This shows that the student respondents are fully aware of the importance of mastering English, which they will need in their future career development after graduating (Widiastuti *et al.*, 2021).

There were several undecided answers, as much as 10%. However, no

students answered with indicators of disagreeing and strongly disagreeing with statements related to interest and interest in English subjects. Therefore, the students have a good attitude and interest in learning English. The analysis also shows that learning motivation greatly influences learning achievement. Learning achievement can be seen from changes resulting from personal input in the form of motivation and hope for success. Motivation is an affective variable that must be considered in language learning. One way of improving student learning outcomes is influenced by learning motivation.

Motivation has an essential function in an activity, which will later influence the strength of the activity. There are 3 functions of motivation: a. Encourages humans to act, acting as a driving force or motor that releases energy. Motivation, in this case, is the driving force of every activity that will be carried out. b. Determining the direction of action, namely towards the goal to be achieved. In this way, motivation can provide direction and activities that must be carried out under the formulated goals. c. Selecting actions, namely determining what actions must be done in harmony to achieve the goal,

by setting aside actions that are not useful for the goal.

There are many kinds of motivation because it can be seen from various points of view. However, the author will only discuss it from two different points of view, namely motivation that comes from within a person's personality, which is usually called intrinsic motivation, and motivation that comes from outside a person's person, which is usually called extrinsic motivation. Intrinsic Motivation and extrinsic Motivation are types of motivation based on their source. Intrinsic and extrinsic motivation are: a. Intrinsic Motivation is Motivation that arises within a person. This motivation usually arises because of a person's hopes, goals, and desires for something so that he has the enthusiasm to achieve it. b. Extrinsic motivation is expected to be obtained from outside a person. This motivation is usually in the form of material value, for example, rewards in the form of money or other incentives for the efforts made.

The learning motivation that exists in students includes intrinsic Motivation and extrinsic Motivation. Intrinsic motivation arises from within the student himself, without any external stimulation. In contrast, extrinsic Motivation is Motivation that arises

as a result of stimulation from outside the student. Motivation to learn is a psychological aspect that is experiencing development, meaning it is influenced by the physiological conditions and psychological maturity of students (Maba, Widiastuti, et al., 2023). Motivations for learning a foreign language vary. An individual can learn a foreign language because he is interested in that language; for example, he wants to work in a foreign language country, so having language skills in that country is necessary. Apart from that, someone may learn a foreign language because they want to learn another nation's culture (Mantra et al., 2020).

Another motivation that is very likely to arise is a person's desire to master a foreign language to make it easier to find work. Most English language learners question this phenomenon at the tertiary level. The most underlying motivation for students to study and master English is to get a better job because English is essential in developing the world economy. Such motivational encouragement is believed to be able to support students' success in learning English (Mantra et al., 2022).

Students want to learn English because they want to master English so they can participate in global world developments.

Most students have an integrative and instrumental orientation; namely, students study English to get a better job and also want to master English because English is an essential language in economic development in the global world. Differences in individual success in learning a foreign language have encouraged psychologists to research what factors cause someone to succeed.

Some students have tried many times and spent much time but still experience many difficulties. Meanwhile, some students can absorb English words easily, understand grammar, and speak English fluently. Many opinions say that the factor that differentiates them in mastering a foreign language is language talent. For some students, learning a foreign language is easy because they like it. Thus, the ability to master English due to motivation is essential to becoming proficient in English. As a supporting factor in the success of learning English, it is the best and is not hindered by factors such as age, condition, and place.

CONCLUSION

Based on the explanation above, students' motivation to learn English shows good motivation. From the four aspects analyzed, students have good motivation.

Most students already have a good attitude towards learning English. Based on the questionnaire results, it was found that students already have a good attitude and interest in learning English. Besides that, the interview results also show that students are motivated to learn, but there is still a need for development to achieve optimal English learning results. Students still often feel afraid to communicate in English because they fear making mistakes in pronunciation, grammar, and using the correct language. This research implies that university lecturers should continually motivate their students to communicate in English and facilitate students with a positive and conducive learning environment.

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