

MOTIVATIONAL ORIENTATION OF CROSS-MAJOR GRADUATE ENGLISH STUDENTS IN LEARNING ENGLISH AT MULAWARMAN UNIVERSITY

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Abstract

This study aimed to investigate the kinds of motivation in learning English of the cross-major graduate English students at Mulawarman University. This study used a case study as a research approach in qualitative methods to analyze the data. The study involved four cross-major graduate students of English study program in Mulawarman University. The researcher found the students' motivation to learn English because of the existence of their motivation by delivering the interviews. Results of the study shows there are four students had motivation in learning English consists of one student had amotivation in learning English at study program of English education in Mulawarman University. This involved three kinds of motivation: intrinsic, extrinsic, and amotivation. Finally, it was suggested that the students who learn English should be aware of their own motivation in learning English so they can achieve their goals and they should prepared and decided what they want to be in the future with their English knowledge. Moreover, the future researchers can conduct the study about students' motivation in learning English with other theories in other schools and universities.

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A. Introduction

Learning English becomes an important subject from pre-school until university in Indonesia since English is known as an international language. We are able to be a part of modern people and international community when we can interact with people around the world by communication in the same line with the same language.

Learning involves improvement not only the academic skills but also motivational, cognitive, and metacognitive skills. Academically, talented students are described as "gifted" as they are the "ones who demonstrate an exceptionally high level of performance in one or more areas of human endeavour" (Sousa, 2003, p. 2). One of the essential factors of students in learning process is motivation. Some reasons influencing students in learning English, such as: to get better job, to raise their capability in communicating with people around the world, to increase their prestige or confidence to go everywhere, and so on. Therefore, learning English cannot be separated with motivation. In other words, their success depends on their motivation level.

Motivation is the key to get success in learning process. This is in line with Harmer's opinion (2001, p.3), "It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success." Their motivation also leads them to reach their goals. Ormrod (2011, p. 362) states "It leads to increase the effort and energy in pursuit of those goals". In accordance with Mayer in Liu (2010) it is stated that when students are motivated to learn, they try harder to understand the material and learn more deeply, resulting in better ability to transfer what they have learned to new situations. Hence, motivation is the key to open students' bright future. Motivation has an important role to influence the power of learning activity, but the motivation is also influenced by the goals. If there is a higher goal, there is a bigger motivation to reach the goal. In line with Dornyei (1998), that it is very impossible to reach goals successfully and good achievements without a kind motivation, even people with the most remarkable or higher marks. In learning English,

students have the same goal which is able to understand and use English for various reasons. The reasons could be their motivation which moves them to follow the learning process.

The researcher believes that the cross-major graduate English students' at Mulawarman University have some reasons behind their great intention in learning English until finishing their study, especially the students who did not take S1 English program. It is a common situation that graduated English Students taking magister English program to reach their goals, so it is exciting to investigate the motivation of cross-major students in learning English.

The researcher tended to research the study by using Self Determination Theory which is conducted by Ryan and Deci. This theory is a broad framework for the study of human motivation and personalities (selfdeterminationtheory.org/theory/). The theory has three categories, namely intrinsic motivation, extrinsic motivation, and amotivation which could determined the students motivation in learning English at English Master Program in Mulawarman University.

B. Theoretical Framework

Motivation

Most researchers and instructors would agree that motivation is one of the most important factors in language learning (Krashen, 2009). If there is no motivation, this would be difficult to achieve long-term goals, whatever the educational program and whoever the educator. In line with the meanings of the motivation above, Gardner (2007) defines motivation learners' willingness to learn the second language due to their satisfaction experience to do activities. So, the motivation in English language learning process to the desire and support. In accordance with foreign language acquisition, the scholars usually distinguished between the three best classifications for motivation are called *intrinsic*, *extrinsic*, and *amotivation*.

Self-Determination Theory

Ryan and Deci's (1985) self-determination theory introducing the important aspects of human motivational behavior. It is related to Legault (2017) that Self-determination theory (SDT) is "a broad theory of human personality and motivation concerned with how the person interacts with and depends on the social environment". SDT underscores the idea that human relationships and social contexts must involve and support their fundamental human needs for *autonomy*, *competence*, and *relatedness* (Legault, 2017).

"SDT asserts that the natural growth tendency should not be assumed and that people can become controlled, fragmented, and alienated if their basic psychological needs for *autonomy*, *competence*, and *relatedness* are undermined by a deficient social development." (Legault, 2017). It means that people are always involved in the interaction with the social life such as "striving for need satisfaction and responding to the conditions of the environment that support and thwart needs". This phenomenon makes people become engaged, curios, connected, and also demotivated, ineffective and detached each other. (Legault, 2017). SDT divides motivation into three categories to be examined; intrinsic motivation, extrinsic motivation, and amotivation.

Intrinsic Motivation

According to Ryan and Deci (2000), intrinsic motivation results from the interest in an activity which is combined with the joy and satisfaction of doing something. This motivation is also defined as "a natural inclination, toward assimilation, mastery, spontaneous interest, and exploration". This is linked with Arends (2008) that students are moved by intention and curiosity to get pure pleasant and enjoyment from an experience. Deci (1975, p.23) defines that

intrinsic motivation activities as “the ones for which there’s no obvious reward except the action itself”.

Extrinsic Motivation

The person who is extrinsically motivated is doing a specific activity not because they really enjoy it but because of reward which is accessible in their environment. In other words, behavior operates as a *means to an end* and not for its own sake. They are being engaged in activities because of external or internal pressure is considered an extrinsic form of motivation (Deci & Ryan, 1985; Deci et al. 1991; Vallerand and Bissonnette 1992; Vallerand et al. 1992; Frederick and Ryan, 1995). There are four types of extrinsic motivation which are defined in the self-determination theory tradition, namely *external regulation*, *introjected regulation*, *identified regulation*, and *integrated regulation* (Ryan and Deci, 2000).

Amotivation

According to Ryan and Deci (2000), amotivation is usually the state of lacking an intention to act, which may result from the facts that the person does not value the activity, does not feel competent or thinks that the activity is unfeasible. Amotivation has been related to learn helplessness, where people withdraw effort because of perceptions of incompetence and loss of control. The involvement in an activity is not a result of their will (Deci & Ryan, 1985; Deci et al. 1991; Vallerand & Bissonnette, 1992; Vallerand et al. 1992; Frederick & Ryan 1995).

C. Methods

Research Design

This study used a case study as a research approach in qualitative methods to analyze the data. In case study, the data are not based on numeric tables of measurement results or research is analyzed statistically but it is based on interview, field notes, and other official documents (Moleong, 1993, p.5). So that, the objectives in this qualitative study is to describe the empirical reality related to the central phenomenon, detailed, and thorough manner (Nazir, 1988, p.9). In this study, the researcher described the phenomena that occur in the students’ motivation in learning English by Master Program of Mulawarman University.

Data and Source of Data

For the source of data, the researcher chooses “information-rich participants” (Patton 1990, p-169, cited in Creswell, 2011) who were believed to give rich and in-depth information about the central phenomenon, which are students motivation in this study. The subjects of this study are four cross-major graduate English students at Mulawarman University. The data were the transcription of the interviews from the students.

Instrument

In qualitative research, the main instrument for data collection and analysis is the researcher. The main instrument of the study, the researcher had to be involved in all of the research instruments by conducting in-depth interviews to gain the data. As Lincoln and Guba in Sugiyono (2009) stated that: “The instrument of choice in naturalistic inquiry is the **human**. We will see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product”.

Data Collection Technique

The data for this research were collected in the following steps:

1. Determining the research subjects, which are the students of cross-major background study in graduate English students at Mulawarman University
2. Asking permission from the students to do the research for gain the information through interview
3. Preparing the research instrument, including the interview guideline. This is a one-on-one interview with the four cross-major graduate English students at Mulawarman University. In this one-on-one interview, open-ended questions were asked to the participants. The interview were estimated to last about one hour with twenty nine questions. The responses to the interview questions were analyzed according to the steps and procedures detailed in the subsequent section. The interviews were audio recorded, and the participants would be made aware so they can receive a copy of the transcribed interview.
4. Analyzing the results from interview for next data analysis.

Data Analysis Technique

In this study, interviews were used to gather the data. Creswell (2011) states that “qualitative research is inductive in form, going from the particular or the detailed data to the general codes and themes” (p.238).

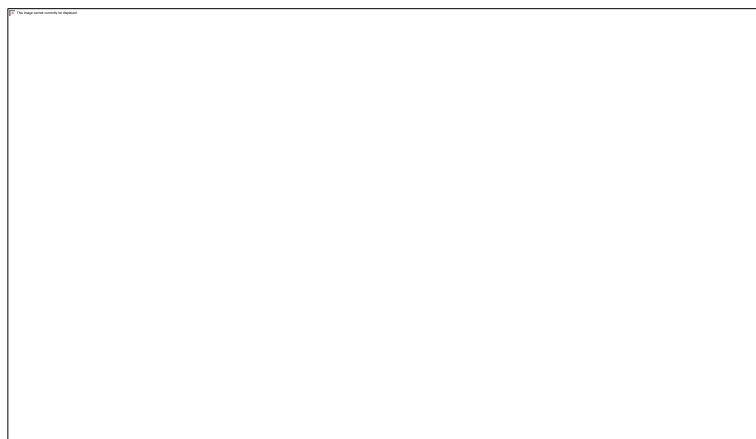


Figure 1. The scheme of qualitative data analysis (Creswell, 2011, p.237)

The figure above shows the framework that is followed during the data analysis process.

1. The researcher organized the data based on the interviews then the data will be transcribed. Transcription is defined as “the process of converting audiotape recordings into text data” by Creswell (2011, p.239).
2. After the researcher replays the recordings, she converted them into text data.
3. After transcribing all the talks between the researcher and the participants, exploring the data were be the first step for the researcher.
4. Upon exploring them, the researcher coded the data. This inductive process would be utilized in order to “make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes” (Creswell, 2011, p. 243). The researcher constantly compared codes to codes and themes to themes in order to reach the final version of themes to be presented. In that way, the researcher aimed to get in-depth understanding

of the central phenomenon which is student motivation in this study by developing these themes.

D. Results

Findings

In this section, the writer presents the data taken from the four cross-major students' at Mulawarman University by conducting interview to get deep information about their motivation in learning English. The researcher gave the limitation that the information needed was only about intrinsic motivation, extrinsic motivation, and amotivation. The students were interviewed to identify whether there were intrinsic, extrinsic, and amotivation factors in their motivation. The interview guideline was made based on self-determination theory. The data displayed in the form of qualitative words in which the researcher gave description and information based on the real facts in the field about student's motivation.

When conducting the study, the researcher found that there were four cross-major students at Mulawarman University. Four students consist of two males and two females. In order to get deep understanding about students' motivation, the researcher conducted in structured interview to the four students. In interview, the researcher investigated intrinsic, extrinsic, and amotivation factors in their motivation in learning English.

1. Intrinsic Factors

The characteristics are about **interest, enjoyment, and inherent satisfaction**. It is said that intrinsic motivation is "a natural inclination, toward assimilation, mastery, spontaneous interest, and exploration". Students can reach their satisfaction because of accomplishing the task for its fun and challenges (Ryan and Deci, 2000, p.68). This also related to Cook & Artino (2016) that intrinsic motivation leads people to act purely to satisfy their curiosity or desire for mastery.

The researcher could find these intrinsic factors in the students' answers. Their statements said that they **interest** in learning English because of their intention to speak English well. One of them also interests to express feelings by using English. Their quoted statements are based on the answers as follows, "*Learning the America and British accent. How to pronounce it well, so I can gain my performance when interact with people in good English actively*". (S1, Line 1)

"The interesting thing in learning English is that it's a global language and it's easier to express our feelings using English. I felt excited learning English the first time was on my junior high school. I learned in formal class and thru song lyrics." (S2, Line 1 & Line 2)

"Speaking is the most interesting thing for me. Because speaking/communicating is the most fundamental thing to interact with people When I was around 9 years old, I watched English movie & listened the music in English lyric then I really wanted to understand it, and also I really wanted to have friend from other country". (S3, Line 1 & 2)

"The interesting thing is we can communicate to other people from other country by using English. I felt excited in learning English for the first time when I was in junior high school. I paid more attention to the teacher who taught us using English." (S4, Line 1 & 2)

Related to the interview, the students said that they **enjoy** learning English. The researcher could find their enjoyment based on the answers below.

"I really enjoy in learning English. Because, I get many new knowledge precisely when I read and learn English journals". (S1, Line 3)

"I always enjoy learning English even until now. I just feel fun when I am getting closer with English in my daily life". (S2, Line 3)

“Yes, I enjoy it (learning English). I memorized the words that I got from class at home all the time, day by day. I practiced conversation with myself at home. My motivation for having many friends from other country make me enjoyed learning English”. (S3, Line 3)

“Absolutely I enjoy learning English. I feel fun when I understand what had taught and I can accomplish the tasks”. (S4, Line 3)

Based on the statements above, the researcher found the students' enjoyments in learning English. Having English in daily life, getting understand and many knowledge, even learning and practicing again the material at home all the time could make them enjoy in learning English.

Inherent satisfaction is one of the characteristics of intrinsic factors. Related to Ryan and Deci (2000), intrinsically motivated students reach their satisfaction because of accomplishing the task for its fun and challenges. The researcher found the factor in the students' answers below.

“I feel satisfy when I can bring English into my daily life, such as updating current global issues, reading scientific journals, and thinking critically. Yes, I feel both. I feel fun because many assignments are faced well with the friends and feel challenged as an ability enhancement”. (S1, Line 5 & 10)

“I feel satisfied learning English when I can pour my heart to words. I often wrote some notes about my feelings in it, feeling that I couldn't express with my mother tongue as good as with English. Doing instruction and drills and find out how good I did it is fun and challenging. I like the feeling whether good or bad my score is”. (S2, Line 5 & 10)

“When I knew that I could make conversation in English & when I understood reading English book. Doing instruction is very important in learning language, as well as drill. Without it the student can't achieve the goal in learning English”. (S3, Line 5 & 10)

“I feel satisfy when I don't have obstacles in communication by using English. The instructions and drills are the keys to have good skills. Of course it is really fun to be implemented”. (S4, Line 5 & 10)

Based on the statements above, all their statements said that they thought learning English is interesting by having drills and it would make them feel challenging to develop their English ability. They could reach their goal and satisfaction because of accomplishing the tasks or by having drills from the teachers. One of them also satisfy when expressing the feeling and wrote it down into notes in English.

2. Extrinsic Factors

a. Integrated Regulation

The characteristics of integrated regulation are about **congruence, awareness, and synthesis with self**. It means people wholeheartedly engage and carry out activities related to the purpose of these activities, and without obstacles or internal conflicts (Deci, Olafsen, and Ryan, 2017). An example of integrated regulation as motivation would be a person who attends church because he believes that the act aligns with his personal belief system, even if he doesn't attend for the sheer enjoyment of it. He doesn't feel guilt or shame if he doesn't attend, he attends because he feels it's right and suitable for him (Anderson, 2017).

The researcher found the integrated regulation factor in the three (S2, S3, and S4) students' answers below.

“...it's easier to express our feelings using English. ---I just feel fun when I am getting closer with English in my daily life.” (S2, Line 1&3)

“...I don't need to show off. I use English when I need to use it...” (S3, Line 9)

“... We can just catch the points of the English meaning is more than enough. --- We just need to be aware to the main things in studying the English knowledge. Such as the understanding of the knowledge we had”. (S4, Line 4&9)

b. Identified Regulation

The characteristics of identified regulation are **personal importance and conscious valuing**. It means that identified regulation describes a situation where a person receives a value from a behavior and occurs when the behavior is motivated by personal goals (Deci, Olafsen, and Ryan, 2017). As an example, “a person may recognize that studying grammar for English class is an important means to the end of becoming a successful writer” (Anderson, 2017).

The researcher found the identified regulation factor in the students’ answers below.

“When people know me as a person who have English ability. I want to be known as a person who have good English. I want to be a lecturer someday. I also want to be a language research and entrepreneur in English field. The most essential is I do not want to work tied with the certain school or company”. (S1, Line 6, 9, and 14)

“...Sometimes I feel like English could increase my value”. (S2, Line 3)

“...I really want to have friends from other country. My motivation for having many friends from other country make me enjoyed learning English”. (S3, Line 2&3)

“Upgrading my job is my goal”. (S4, Line 14)

c. Introjected Regulation

The characteristics of introjected regulation are **self-control, ego-involvement, internal rewards and punishers**. Introjected regulation describes the type of internal regulation that is controlled (non-self-determined motivation) because people perform the action with a feeling of pressure, to avoid guilt or anxiety or to achieve their egos of elevation and pride. The classic form of introjection is ego involvement (Nicholls, 1984; Ryan 1982) in which a person takes an action in order to increase or maintain self-esteem and the ‘feeling’ that they are valuable (Ryan and Deci, 2000). An example of introjected regulation is “a person who goes to church every Sunday because he fears a negative effect in the afterlife or the negative reaction of his peers at a church event. He doesn't necessarily find enjoyment in the service itself” (Anderson, 2017).

Based on the interview, the researcher found only one student (S1) have introjected regulation related to ego-involvement based on the statement “Sometimes we need to show people our English ability in certain time and condition. So that, people do not underestimate our English ability”. (Line 4)

Then, the researcher found introjected regulation in one student (S2) related to pressure, guilty and anxiety. It is said that “...And I feel guilty to my parents with this decision that I do not finish this study”. (Line 27)

d. External Regulation

The characteristics of external regulation are **compliance, external rewards and punishers**. External regulation behavior is carried out to meet external demands or possible external pressure to obtain rewards and avoid threats (Ryan and Deci, 2000). For example, if a person comes to the science fair because she ought to have a gift certificate for a restaurant without interest but out of a desire to get the reward (Anderson, 2017). Based on the interview, the researcher did not find the external regulation in the students’ answers. All the students enjoy and interest in learning English without any external demands or pressure in order to get some rewards and avoid threats.

3. Amotivation

The characteristics of amotivation are **non-intentional, non-valuing, incompetence, and lack of control**.

Amotivation is a decrease in behavior and in producing something. Their behavior is neither extrinsic nor intrinsic. It lacks a sense of goal and there is no hope to obtain rewards or the possibility to change the current situation (Guay, Vallerand, and Blanchard, 2000). When a person is unmotivated, he acts without intention, he just follows the flow. Amotivation is a result of unable to value the activities (Ryan and Deci, 2000). For example, an athlete does not identified his own reason why he keeps on practicing anymore. Finally, he decided to stop practicing. When the three basic needs are not satisfied (autonomy, competence, and relatedness), this could drive a person to be unmotivated or unwillingness to do something (Pelletier, et.al., 1995).

In the interview, there are anyone of students who have the amotivation in learning English at Mulawarman University. But there is one student (S2) closed to the amotivation in learning English formally in the future. As it is said on the S2's statements in **Line 27** *I'm really lost hope and unmotivated to study formally again. Let God do the rest*". However, all of the participants are interested and enjoyed in learning English at Mulawarman University.

Discussion

As mentioned before, this study is aimed to analyze the motivation of cross-major graduate English students in learning English at Mulawarman University. The researcher investigated the students' motivation by using interview. In-depth interview had been addressed to all the students to gain deep understanding about intrinsic regulation, extrinsic (integrated regulation, identified regulation, introjected regulation, external regulation, and amotivation (non-regulation) self-determined in students' motivation toward learning English. According to the interview, the researcher surprisingly found that all students employed **intrinsic** reasons in their motivation to learn English.

According to the previous study by Takahashi, the study showed that intrinsic motivation was increased with age. It stated that as learners are growing old, the praise-oriented motivation are also getting increased. In contrast to previous study, the current study showed that the students' **interest** in learning motivation comes from their own intention which come from their heart and from understanding about the importance of English. They also have curiosity to master the language and speak English fluently so that they could interact with people from other countries by communicating in a good English. It also can gain their performance to other people who speak English well and they can express their feelings buy using English. Three students (S1, S3, and S4) have intention of interest in communication by using English even they want to gain their speaking ability because they have a desire to get more friends from other country. Besides, one student (S2) feels much better to express some feelings by using English than Bahasa. Then, two of them (S2 and S3) love English since the first time they listened to the English songs then tried to understand the lyrics.

The researcher found extrinsic factors in the students' motivation. There are four types of extrinsic motivation which are defined in the self-determination theory tradition, namely *external regulation, introjected regulation, identified regulation, and integrated regulation*.

Integrated regulation is about **congruence, awareness, and synthesis with self**. There are three students (S2, S3, and S4) who were found having different the integrated regulation in their motivation. S2 feels that expressing feelings by using English is easier than Bahasa and feeling fun when can use English in daily life. Then, for S3 and S4, getting deep understanding

of the knowledge and the meaning of English is more than enough. They do not need to show people that they have good English. It means they learn English just for themselves.

Identified regulation is **personal importance and conscious valuing**. The researcher found the identified regulation factor in the students' motivation. they have various personal goals in learning English. S1 wants to be known as a person who have good English, he also wants to be a lecturer and entrepreneur in English field someday. It is quite same with S4 that he wants to upgrade himself to have a better job as his main goal. Besides, S2 feels like English can increase her value in order to have a better job and salary and S3 have a desire to have friends from other country because it can make her enjoy in learning English.

Introjected regulation are **self-control, ego-involvement, internal rewards and punishers**. It means that individual is being controlled (non-self-determined motivation) because he/she performs the action with a feeling of pressure, to avoid guilt or anxiety or to achieve their egos of elevation and pride. The classic form of introjection is ego involvement (Nicholls, 1984; Ryan 1982 as cited in Nix et, al., 1999).

Based on the interview, the researcher found only one student (S1) have introjected regulation related to ego-involvement related to the statement that it is necessary to show our English ability to other people, so they do not underestimate us. The statement shows that the student tended to maintain self-esteem that he did not want people underestimate his English ability. Then, the researcher found only one student's (S2) interview is related to pressure, guilty and anxiety. The student felt guilty to her parents because she decided to unfinished her study in this program and she is afraid of her parents' anger if they know that she do not finish her study. Based on the interview, all the students enjoy and interest in learning English without any external demands or pressure in order to get some rewards and avoid threats.

There is one student (S2) closed to the amotivation. The student felt losing hope and unmotivated if she has to study English formally such as English program in the university. Nowadays, she prefers to learn English through song lyrics and movies. The unmotivated statements are in linked with Ryan and Deci (2000) that when a person is unmotivated, he acts without intention, he just follows the flow.

Related to Ryan and Deci (1985) that there are three requirements of mental needs which should be fulfilled together for a person to be motivated:

- a. Autonomy (Independence): associated positively with self-esteem and self-actualization. In other words, choosing what to do, and how to do it.
- b. Competence (capacities and abilities): figure out how to control our environment.
- c. Relatedness: the relationship we create through our association with others.

E. Conclusion and Suggestion

The kinds of student's motivation and result the cross-major graduate students at Mulawarman University involved three kinds of motivation in learning English based on Self-Determination Theory. The researcher analyzed the subject of this research that there are three cross-major graduate students had high motivation in learning English at English study program of Mulawarman University. Besides, there is one cross-major graduate student had amotivation in learning English at English study program of Mulawarman University.

Regarded to the conclusions of the study, scope and limitation of the study, and the significance of the study, some suggestions are addressed to students and further researchers. For students who learn English, they should be aware of their own motivation in learning English so they can achieve their goals and they should decide their goals related to English learning so they will not regret if they meet any obstacles and results that are not linked with their goals.

The researcher suggests next researchers to expand the research relating to students' motivation in learning and analyze the data by using other motivation theories which are related to the motivation in learning English.

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