

**LANGUAGE LEARNING INVESTMENT OF NON-ENGLISH MAJOR
STUDENTS AT SRIWIJAYA UNIVERSITY**

A Thesis by

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English Education Study Program

Language and Arts Education Department



**FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA
UNIVERSITY PALEMBANG**

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To declare that Thesis entitled “LANGUAGE LEARNING INVESTMENT OF NON- ENGLISH MAJOR STUDENTS AT SRIWIJAYA UNIVERSITY” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is dedicated to:

First of all, thanks to The Almighty God, ALLAH SWT. My beloved and lovely family, my mother (Elizar), my father (Endang Subianto), and my brothers (Bobby Ian Fatra and Boris Adhanto) along with my sister (Bonita Adhani), who always there and support me, thank you so much for being a supportive, caring, and loving family. Mam Sary Silvhiany and Mam Lingga Agustina Suganda who always help me finding the solutions for my problems. To my supportive friends who always talkatively to support and guide me The members of beloved Goat Family (Dwiraranisa, Desi Ramasari, and Yara Fitriani). And to every member of *group SIDANG*, who always cheers me up and motivates me throughout the time.

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Palembang, 30 December 2020

The Writer,



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LANGUAGE LEARNING INVESTMENT OF NON-ENGLISH MAJOR STUDENTS AT SRIWIJAYA UNIVERSITY

ABSTRACT

The purpose why learners decided to invest in learning English was mostly due to the perceived capitals that bring them the benefits for their future career. This research mainly focused on Norton 's investment theory and Bourdieu 's capital theory, this research explores the degree to which a group of students at Sriwijaya University view English as a capital for their perceived benefits in the future. In the context of the study, the writer explores the relationship between English language learning and capital from the background of globalization concerning the English language and the discussion of the development of English education in Indonesia. This study includes interviews with six participants who, in their high school and college, studied English as a foreign language, building on their experience of learning English to provide an overview of the transfer of the English language to cultural capital towards their English language investment. From narrative inquiry, the results showed: (a) The participants' factors in participating in English language learning processes are related to the presumed return or specific future gains on their investment, (b) When participants are committed to their investment in English, they may have various ways to improve their knowledge of learning English for a particular reason, (c) The possibilities of converting English into cultural capital must be understood within the scope of their social capital, together with the social community in which they lived. The findings highlight that the most contributing factor that motivated participants to invest in their learning that English was the employment factor. They claimed that having great English language skills will aid their work later on. The participants also placed more effort into their investment in learning English to obtain good English language skills, along with the support of the community in which they lived.

Keywords : *Investment, Capital, Perceived Benefits, , Social community.*

CHAPTER 1

INTRODUCTION

This chapter presents (1) Background of the Study (2) Limitations of the Study (3) Problems of the Study (4) Objectives of the Study (5) Significances of the Study

1.1 Background of the Study

The globalization era has been influencing all aspects of human life in many ways including politics, economy, culture, and especially language. Language is an important part of human life as a means to communicate with each other, it transcends any barrier in communicating our thought and help us to convey our purpose. Language is one of the most important parts of human life because every human being in various activities and lives always closely related to language. Rahardjo (2002) language and humans unite in all activities life. Where there are humans, then there are languages. In communicating and socializing with the environment, humans deeply use language to express what's on their mind.

The English language now has become a language which commonly used to interact with others throughout the world. Cassidy (1982) argues that the emergence of English with a genuinely global presence, therefore, has a significance which goes well beyond any particular language. The English language itself has been used as a first, second, or foreign language. Karchu (1986) stated his notion that English has been a medium instruction as the first language of the majority population whereas within domestic institutions such as public administration or school thought it may not serves as a first language. As science and technology progress, the role of English is increasing stands out because of new knowledge and information in science and technology. English as the dominant language and the web is becoming a truly global

information recourse. Another example can be seen as the advance of technology, nowadays people can connect to the other user using social media to communicate with each other. Through increasingly reasonable travel costs, portable correspondence gadgets, Internet availability, and online networking, students can cross transnational spaces (Lam & Warriner, 2012).

Even now, in terms of education, English has become a compulsory subject that students need to learn in their school. Based on Permendikbud (2013) English is a compulsory subject for secondary school up to university levels in Indonesia. The role of English in the academic field society has become a variable that has a large impact on the quality of the human resource. It is undeniable that English is the most widely used foreign language and has even become an international language. Crystal (2003, p. 26) argues that English is now so widely established that it can no longer be thought of as „owned“ by any single nation. Especially in the era of globalization like today, mastering English both verbally and in writing (passive and active) is very necessary. Learners have to realize the importance of English language now has become unparalleled significance. The individual who master this language may become an excellent figure for cultural , social and economic profit. By investing time and effort to learn English, it also leads into the attempt to enhance the chance to be admitted into a well-known colleges and to meet the criteria for well-paid jobs. The purpose of learning English to support occupational purpose. Due to *imagine identity* language learners the start to invest in language learning. *Imagine identity* is the identity that learners expect in the future through the results of their investment in English learning. For example, the learners learn English for occupational in business, they

concentrate on learning English that focuses on specific business transactions and situations. In addition, English is also the main language used for communication in the business world. Therefore, to enter a business or economic activity is very demanded to master English. In the working environments, the employees are required to be competent in their job to accomplish their tasks which are given for them. There is no room to make any mistake that will hinder the working process. Professionalism is about the quality of practice (Socket,1996). Increasingly the standard of hirement demands more capable workers who are proficient in foreign language particularly in English. In order to fulfill the requirement of working in the globalization era, many people invest more in learning English in the hope of achieving better working opportunities in the future.

Encouraged by the high demand for human resources who have high proficiency in English the government starts to establish a curriculum with the aim to improve English learning education. Bolton (2012) argues that the growth of the business has increased the demands for proficient English but also created anxieties among the government because of the lack of English proficiency. In Indonesia, English language learning has started formally in their school as a compulsory subject in secondary up to the university level.

In Sriwijaya University, English is a subject that must be taken by all of the learners in every major. Usually, the English subject is offered in their first year of

the program. This arrangement is meant for the learner to pass the score for SULIET. The range of the score is divided based on the major the learners administered to. For example, for the English education department, the minimum score is above 500. Meanwhile, for non-English majors the range of the minimum score started from 400 up to 500. Because of this reason, learners struggle to gain the minimum score for SULIET as this score is also part of the graduation requirement for every learner at Sriwijaya University. Another particular purposes learners try to invest English language is as means to support their goals to studies abroad or the specific reason as a way to increase the score on some language tests on like TOEFL, TOEIC, and IELTS. Through mastering, English will aid to increase learners values especially when they plan to continue their studies. Harmer (1998) argues that learners need English for Academic Purposes (EAP) in order to study at an English-speaking university or college, or because they need to access English-language academic texts. For this reason, many English learners thrive to get the minimum score to pass an English test.

To provide the demands of English proficiency learners started to invest in learning English. The current situation motivates the learner to invest more effort in language learning. Based on Norton (1995) rather than using the conceptions of motivation to describe SLA, the conception of an investment may more accurately signal the socially and historically constructed relationship of the learners to the target language and sometimes their ambivalent desire to learn and practice English. The conception of investment Norton used to describe investment has been adapted from her reading in social theory. She also adds that the conception of instrumental motivation generally presupposes a unitary, fixed, and ahistorical learner's desire to access material resources that are privilege the target of target learning speaker. Gardner (1985) also stated that the notion of motivation primarily focused on the psychological domain and did not sufficiently address the complex relationship between language learners and the target language which the learners desire to speak. Motivation perceived in this context puts the responsibility of desire to learn L2 on the learner and blames his / her personality characteristics, identity and emotional

factors for inadequacy at the detriment of a more complex set of factors to consider (Norton, 2010). From this view, language becomes property of learner motivation closely related with a fixed personality trait. The notion of investment on the other hand, attempts to capture the relationship of language learners to the changing social world. Assalahi (2018) stated that motivation to learn English does not actually equate as an engagement in language learning investment. Because investment

involves a commitment on the part of the learner and the community of practice. In other words, despite the learner's motivational intensity in learning a language within the community for some reasons do not facilitate communication and interaction with language learners and may be demanding to learners' investment.

The main factors why the learners invest in learning English mostly because they want to gain a greater Capital. Bourdieu (1986) stated that capital consists of social, cultural, economic, and symbolic capital. In addition, based on the notions of investment conducted by Norton in 1995 stated that economic (material) and symbolic capital are the main reasons learners invest in language learning. Economic capital is a form of capital in materials, money and properties. Meanwhile, symbolic capital can be defined as non-material capital that can be gained from studying, intelligence, by the means of cognitive. The notion of investment addressed the learner's commitment toward language learning in order to acquire symbolic resources (linguistic skill, education, and social network) and material resources (money, income, and capital goods) that will increase the value of their cultural and social power in the future. Therefore, the writer decided to use the notion of an investment than motivation in learning based on the theory of Norton to find out how invested the learner toward English learning to gain the recourses for the future prospect. Linked to the argument above, Norton (2015) has introduced investment as a notion for language research to understand the relationship between learner to the changing social world, and the connection between learner's desire and commitment to learn target language, and their complex and changing identity. Thus it is important to explain the motivation, as noted in previous section, in the view of the investment conception discussed by Norton (2000). The model of investment interlinked with the three constructs such as identity, ideology, and capital (Norton & Darwin, 2015). This model was first introduced by Norton and her student in 2015, it was adapted from her previous study back in 1995 about the notion of investment.

The model investment Investment correlates with identity, ideology, and capital. Darvin and Norton (2015) define identity as multiple, site of struggle, and continually changing over time and space. This model seeks to do is to explain further that identity is a struggle of habitus and desire, of the engagement of ideologies and imagined identities. Imagine identity can be defined as the desired identity that thrives to have in the future. Meanwhile, Ideology can be defined as belief upon the reality that influences learners' identity option (Teng, 2019). Guided by different ideologies and varying levels of capital, contributing in creating multiple identity for the learner. Bourdieu (1986) claimed, in terms of capital in education, the educational system was a primary site for both the development and reproduction of social , cultural and economic stratification. This process affecting the outcomes of the investment. When learner identity change across the community in the future, it will affects the value of their economic, cultural, and social capital will shift across time and space.

The main aspect to construct learners' identities in relations to investment in learning English may have a very board range. It can be in forms of geographical boundaries, nationality, culture, personality, religion, ethnicity, race, ancestry, sex, family and relations, social relationships,civilitation, and behaviour. Therefore, the writer plans to limit the aspect of identity to personal and social relationship. Edward (2009) claimed that identity has been classified in two levels: personal and social. The definitions of identity above are broad and have been adequately represented in the correlating scholarly literature. Personal identity can be described in various way and multi-layered. Individuals may have various types of "selves" that make up who they are: a teacher, a mother, a wife, and a friend. Numerous components of identity meanings suggest that learners see themselves as capable of adopting a number of multi-faceted and evolving identities (Kabuto, 2011). As a result , it is found that the personal is complemented by the social. This shared connection will, in effect, account for a large part of the diversity in the concept of learners' identity. But on the

other hand, social identity relates to the people around the learners. Norton (1997) described social identity as a relationship between the individual and the wider social community, as mediated by organizations such as families , schools, workplaces , and social services. Norton 's idea explores and questions the notion of power, seeking to demonstrate how language learners can establish ample opportunities for language learning by questioning dominant power relations. Through personal and social relationship, the writer hopes to illustrate learners“ identities construction in relation to language learning investment.

In this study, the writer chooses to conduct the research after observing the condition whereas the learners were urgently needed to invest in mastering the English language in order to fulfill their requirements in the globalization era. Therefore, the writer will conduct a research to find the factors contributing in the way the learners invest in language learning. The focus of this study related to the language learner at Sriwijaya University who takes non-English departments as their major. Based on this condition, the writer is interested to conduct this research entitled **"Language Learning Investment of Non-English Major Students at Sriwijaya University"**

1.2 Limitation of the Study

This study will focus on the investment on learning English of non- English major students at Sriwijaya University to gain their objective in the future. The objectives may in forms of symbolic (linguistic skill, education, and social network) and material (money, income, and capital goods). The researcher will try to find out the way the learners try to invest in learning English. In addition, the researcher will try to figured out from the view of language learners on how the community influences learners investment in language learning. The way learners involve

themselves in their community are board and varied, but this study will focus on learners investment in English which is influenced by their social relationships.

1.3 Research Problems

The problems of the study are formulated into the following questions :

1. What are the factors that contribute to the students' investment?
2. How do the students of non-English major at Sriwijaya University invest in learning English?
3. How does the community influence learners investment toward their English learning ?

1.4 The Objectives of the Study

From the research question above, the objectives of the research are :

1. To investigate what factors contributing to non-English major learners invest in learning English.
2. To find how the students of non-English majors at Sriwijaya University invest in learning English.
3. To investigate how does the community influence learners investment toward their English learning.

1.5 The Significance of the study

The writer hopes this study will be beneficial for the L2 learners. From this research learners hopefully realize that learning English is important especially in the globalization era because if they are proficient in English, it will help them to communicate with people around the world and they can be considered when they apply for a job and there are many other benefits for them if they can master English since it is a means of communication around the world. Also, if the

learners invested in learning English, it may aid them in passing the English examination required for their graduation at the University. Furthermore, this study hopefully can give valuable information and it can be useful as a reference for the next writer or researcher.

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