English Learning Motivation of the 7th Semester Informatics Engineering Students of Sriwijaya University

A Thesis by:

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English Education Study Program

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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DECLARATION

I, the undersigned,

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Certify that thesis entitled "English Learning Motivation of the 7th Semester Informatics Engineering Students of Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by 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.

<div align="right">

Palembang, 28 December 2021

The Undersigned,

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THESIS DEDICATION

This thesis is dedicated to:

My Lovely Mother and Father

Raden Ayu Zuraida Novianti S.P and **Kamal Sikumbang**

as the source of my motivation in life.

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Farhan Yazid

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ABSTRACT

This study was aimed to investigate what were the motivation of the undergraduate Informatics Engineering students of Sriwijaya University in studying English and description of reasons that the students are motivated in English language learning. This study used quantitative method and focused on student of Informatics Engineering Study Program University. The participants of this study were 100 students of 7th Semester English Education Study Program University Indralaya and Palembang class. The data were collected by using Questionnaire about Motivation in English language learning. For the data analysis, the writer used descriptive analysis by using SPSS to analyze the result from the questionnaire. Finally, it was found that the most dominant motivation in English language learning that the students had was Instrumental Motivation and the item with the highest mean value which belonged to the item of Instrumental Motivation was *I want to get good income*.

Keywords: *Motivation, EFL*

CHAPTER I

INTRODUCTION

This chapter presents the background, the problem, the objective and the significance of the study.

1.1 Background of the study

In this era of globalization, English is one of the most commonly spoken languages in almost every life aspects. The multiple uses of English in people's live is described by Munat (2013) that English is the language of navigation, the worldwide web or internet and diplomacy, as well as the means of transportation for universal scientific exchange, and its general presence can be felt in pop culture and the global media. Consequently, understanding English can certainly increase one's individual to have access on education, business, entertainment and other life aspects. As a means of international communication, English links them all.

Indonesia is a massive country with one of the world's largest multilingual populations. In terms of ethnicity, linguistics, and beliefs, it is diverse. There are over 719 languages spoken in Indonesia (Ethnologue, 2008). There is no doubt that Indonesians are accustomed to speaking multiple languages. The native language, Bahasa Indonesia, is taught to all Indonesians, and they also grow up talking with varieties of regional dialects. The students in Indonesia study foreign languages in formal settings in addition to being exposed to a variety of local dialects throughout the country. English has become the business language and one of the compulsory subjects in secondary school since the Dutch colonial occupation, and as a result, many Indonesians are motivated to learn English. (Nasution 1995).

Motivation is one of the factors that influences the successes or failures of learning and teaching a foreign language. Foreign language students' classroom

performance is heavily influenced by motivation. The process of helping to promote, to guide, and to maintain learning activities that are carried out using an internal strength or mechanism is known as learning motivation. Motivation has a significant impact on a student's learning process while also having an effect on student achievement. Since they enjoy participating in classroom activities, students who are highly motivated to participate in the learning process have a much higher chance of academic success. They will enjoy the class, would like to finish given assignments, and participate in class (Gitawaty, 2010). This factor contributes to positive learning results. This is supported by Harmer (2007) who claims motivation as the most important factor influencing students' academic success. Septiani, Petrus, & Mirizon (2021) mentioned students' motivation to learn a language in Indonesia is low since English is not spoken in daily conversations and because it is a foreign language. Only in the classroom can students practice and use English, which they do only occasionally. Consequently, they have no interest in learning English.

For students' progress in learning a foreign language, motivation is often a reliable indicator. Motivation is extremely important for second or foreign language learning, and it is crucial to understand what our students' motivations are (Oxford and Shearin, 1994). It is one of most important aspects in the ability of students to succeed in learning a second or other foreign language (Dornyei, 1994) since motivation influences the use of language learning practices and the level of competency in a language (Oxford & Shearin, 1994). According to Brown (1987), the concept of motivation is well-known as an inner drive, impulse, emotion, or desire that moves one to a particular action. Particularly, humans have universal needs or drives that are somewhat innate, but their intensity is influenced by their environment. Motivation to learn is truly needed when learning any language. English learners, for example, need to be motivated to be able to acquire good language skills. In accord with Gardner and Lambert (1972), generally, there are two types of motivation to learn. Studying the other language as an instrument to achieve practical goals refers

to Instrumental motivation whereas learning the language out of interest in or desire to identify with the target culture reflects an interest in learning another language because of the culture represented by the other language group considered as Integrative motivation (Gardner, 2012).

Identifying and investigating second and foreign language learning motivation has been one of major research topics in the field of second or foreign language learning (Csizer, Dornyei & Tartsay, 2006). Conducting a study investigating students' motivation in learning English is worth doing. In relation to this, this present study focused on finding out about what motivation the students of the Computer Science within Sriwijaya University had in learning English. For the students of Computer Science major, especially in Informatics Engineering field, English is a very important tool, because to operate the computer they are required to have a good understanding not only in math but also in language (Beaubouef, 2003). As the students of Sriwijaya University, they have to pass the TOEFL-like-test which previously referred to "SULIET" (Sriwijaya University Language Institute English Test) and it is now known as "USEPT" (Universitas Sriwijaya English Proficiency Test) before they receive their university diploma. The passing grade score is different in every major within the university. According to *Buku Pedoman Mahasiswa Universitas Sriwijaya*, Computer Science majoring students in Informatics Engineering have to pass the minimum of 500 in USEPT.

In relation this present study, the writer found a previous study conducted by Ilma (2018) who investigated the motivation of the students of Law Faculty within Sriwijaya University in studying English. Ilma (2018) reported that the students' mean score for motivation was 106.90 and the standard deviation was 9.602. It means that Sriwijaya University's fourth semester Law Faculty students were highly motivated to learn English. Another study that was conducted by Budiharto & Amalia (2019) who also investigated the motivation of non-English Faculty students within Madura University in studying English came up with a conclusion that to the

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obtained data, despite being Non-English major students, the students were highly motivated in learning English. Moreover, they also had a very strong desire to learn English as a foreign language.

In this present study, the writer had a great interest to conduct a study focusing on the seventh semester students' motivation of Informatics Engineering in Sriwijaya University in studying English which is a 2 credit-hours compulsory subject. It was assumed that the students may have different motivations and in this present study, the focus was on the instrumental and integrative motivations. Therefore, the writer decided to conducts a study with title "English Learning Motivation of the 7th Semester Informatics Engineering Students of Sriwijaya University".

1.2 Problem of the Study

The problem of the study was formulated in the following research question: "What were the motivation of the undergraduate Informatics Engineering students of Sriwijaya University in studying English?"

1.3 Objective of the Study

Based on the research question, this study was aimed: "To investigate what were the motivation of the undergraduate Informatics Engineering students of Sriwijaya University in studying English."

1.4 The Significant of the Study

This study's findings are expected to benefit teachers/lecturers, students, and other researchers, and the writer by providing useful information about the seventh semester informatics engineering of Sriwijaya University students' motivation. The writer believes that the study will provide teachers with new insights of students' motivation. With this insight, lecturers can work on improving the types of motivation that motivate students to learn English and enhance their English language skills. The conduct of this study is also expected to be the reference for the other researches who may be interested to conduct a

similar investigation in order to seek for insightful information about students' motivation in learning English. Finally, the writer also hopes that this study is intended to encourage the writer himself to positively contribute to the improvement of EFL teaching and learning in the country.

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