



Students' Motivation in Learning English in Indonesia: A Critical Review

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Abstract

Teaching English as a foreign language in Indonesia has grown significantly. English is a prominent discipline at the university level. University students face problems in learning English. Some factors influence the success of learning, and one of them is motivation. Motivation is essential in education, and some research has investigated it. The study has shown that motivation is divided into intrinsic and extrinsic motivation. Hence, this paper aims to critically review students' motivation in learning English in higher education in Indonesia. Four articles related to students' motivation were reviewed based on some steps: identifying the topic, the purpose of the study, determining resources, choosing the articles, reviewing the articles, and writing the summary. The results showed that every article found two types of motivation: intrinsic and extrinsic. The student's motivation at each university is different; it can be seen that the result of motivation is different. The most dominant motivation from the four articles is extrinsic motivation. The students' external factors significantly impact learning. Besides, intrinsic motivation plays important factor too, and it has a good impact on learning. Therefore, identifying the student's motivation can help the teacher design the teaching method to make successful learning.

Keywords: *motivation, students, TEFL.*

Introduction

English is recognized as an essential language in Indonesia. English is taught and utilized as a foreign language in Indonesia (Lie, 2017, as cited in Kustiyasari, 2014). Teaching English as a foreign language in Indonesia has grown significantly. According

to Harmer (2008), the term English as a foreign language refers to the learning of English by students to use it to communicate with other English speakers worldwide. English has become a prominent means of communication worldwide and is widely recognized as the primary medium for business and academic reasons. English is neither utilized in everyday life nor formal settings. Most English as a Foreign Language (EFL) learners acquire the target language within the educational environment as part of their curriculum (Muslem, 2021). Therefore, the English classroom has become crucial for students to develop and learn English.

English plays a significant subject at the university level. All higher education study programs must include English subjects in the first and second semesters, regardless of the subject being studied (Susanto & Malik, 2020). It is supported by Munadzdzofah (2017) that the significance of attaining proficiency in the English language at the tertiary level in Indonesia is a fundamental prerequisite for academic success starting from the fundamental stage. Therefore, English has become a compulsory subject in higher education, including general subjects. The students must take English subjects in the first or second semester to learn English, which is considered an essential university subject and is also expected to give students good English proficiency.

Students have learned English for several years and faced some challenges. Numerous efforts and resources have been invested to support English education programs in Indonesia (Gultom, 2015). Nevertheless, despite studying English for several years, there is still a lack of students who can communicate in basic English (Mattarima & Hamdan, 2011). It is supported by Susanto and Malik (2020) that difficulties in acquiring English language skills are not limited to primary, secondary, and higher education levels but also continue at the tertiary level. Many students struggle with essential communication, a problem that persists at all levels, including primary, secondary, and tertiary education. Therefore, identifying issues of learning English can be one of the solutions to a better teaching and learning process in the classroom.

The success of learning is determined by motivation. Harmer (2001) defines motivation as a crucial element in the learning and teaching process, referring to the impulse that drives individuals to take action in pursuit of a specific goal. Ebata (2008), as cited in Janah et al. (2021), revealed that motivation plays a crucial role in language learning, and it has a sense of optimism in language learners regarding their learning progress. The students also strongly desire individuals to obtain proficiency in learning a language, derive pleasure from the learning process, and engage in meaningful conversation. As stated by McDonald (2016), as cited in Uddiniyah and Silfia (2019), motivation refers to a shift in a person's energy levels marked by the formation of emotional experiences and a response to the presence of a specific objective that triggers it. Therefore, motivation is essential to learning and teaching because it drives students to achieve their goals. It gives language learners hope, helps them improve, and makes conversation more critical. Motivation is affected by changes in their emotions, energy levels, and reactions to a specific goal.

Motivation is divided into two parts: the first is intrinsic motivation, and the second is extrinsic motivation. Some experts defined types of motivation (Harmer (2001), as cited in Thohir (2017); Borah, 2021). Intrinsic motivation refers to the internal drive that originates within an individual. This type of motivation can stem from the pleasure derived from the learning process or the aspiration to improve one's well-being. Borah (2021) states that intrinsic motivation refers to engaging in behaviour due to its inherent satisfaction rather than being driven by the desire for external rewards. For instance, the students engage in an English course due to their enjoyment and enthusiasm for the challenge.

In contrast, extrinsic motivation refers to the drive that originates from external sources, such as the desire to succeed in an exam, the expectation of financial compensation, or the opportunity for future travel. Extrinsic motivation pertains to situations in which an individual is driven to engage in a particular behaviour to obtain rewards, commendations, grades, or similar incentives. In addition, extrinsically motivated people act and engage in activities because they believe their contribution will result in a desirable outcome and avoidance of punishment (Harmer (2001), as cited in Thohir (2017); Borah, 2021; Syuhada et al., 2021). In other words, students may, for instance, participate in a subject to win awards or study solely to earn a good grade.

Students' motivation can trigger their efforts to achieve learning goals. Some experts have already investigated the students' motivation to learn English (Fachraini, 2017; Budiana & Djuwari, 2018; Susanto et al., 2018; Budiharto & Amalia, 2019; Jannah et al., 2021; Pranawengtiyas, 2022). Motivation has become crucial for students to determine their success in learning. Fachraini (2021) found that students had a greater tendency towards internal motivation than external motivation when learning English. Students' intrinsic motivation exceeded the extrinsic motivation they received. Budiana and Djuwari (2018) said that the student's motivation to learn English as a foreign language is influenced by various factors, including the local education system, views towards the target language, and the role of the teacher. Therefore, the teacher is essential in triggering the students' motivation to learn English.

Teachers play an essential role in increasing the students' motivation. Harmer (2001) mentions three areas that can influence the students' motivation: learning goals, a learning environment, and an exciting class. Goals of education mean the students know about the long-term and short-term goals in their teaching. The teacher can provide a learning environment with an attractive classroom and a good atmosphere. These situations are expected to trigger students' motivation. The teacher also has to give a variety of exercises and activities to make the students interested in learning. Therefore, the teacher should set up a well-organized classroom with various tasks and activities to engage students in learning.

Due to the student's motivation to learn English, this research would like to analyze some articles related to students' motivation in teaching English as a foreign language in Indonesia. This research aims to critically review students' motivation in

Indonesia to have an overview of English learning based on an analysis of students' motivation.

Method

A literature review method was used in this study to examine the students' motivation to learn English in Indonesia. The literature review is an academic article summarising existing knowledge on a specific subject. This includes significant discoveries, theoretical advancements, and methodological contributions within a field or issue (Newman & Gough, 2020, as cited in Janah et al., 2022). The data were taken from four different journals; then, data were analysed by following steps: identifying the topic, the purpose of the study, determining resources, choosing the articles, reviewing the articles, and writing the summary of articles based on the supporting theory Gunalan, et al. (2023). The detailed articles are displayed below.

Table 1 Articles Used as Resources of Journals

No	Resources	Indexing
1	Budiana and Djuwari (2018) Language CIRCLE	SINTA 3, Google Scholar, Garuda
2	Budiharto and Amalia (2019) IDEAS: Journal of Language Teaching and Learning, Linguistics and Literature	SINTA 4, Google Scholar, DOAJ
3	Husna and Murtini (2019) English Education: Journal of English Teaching and Research	SINTA 4, Google Scholar, Garuda
4	Pranawengtias (2022) Journal of English Language Teaching and Linguistics	SINTA 3, Google Scholar, Garuda

Based on Table 1, the researcher chose the topic of students' motivation in learning English as a foreign language; then, she decided on the research objectives. She chose articles from 2018-2022 about students' motivation as source data. Articles were critically reviewed and evaluated on how students' basis in learning English as a foreign language in Indonesia. The researcher did the last review; then, she provided judgments based on the findings or conclusions and the theory that supported them.

Findings and Discussions

This part covers the motivation of students in Indonesia to acquire English as a

foreign language, based on four reviews of articles. Four articles were examined to know the students' motivation and types of motivation. From those articles, there are different results of students' motivation. The following table illustrates the mapping of students' motivation based on intrinsic and extrinsic motivation in learning English in Indonesia.

Article	Intrinsic Motivation	Extrinsic Motivation	Intrinsic and Extrinsic Motivation
First Article		Extrinsic motivation contributed more to the students learning.	
Second Article	Intrinsic motivation contributed more to the learning process.		
Third Article		Extrinsic motivation has a higher contribution than intrinsic motivation	
Fourth Article			Both of them play a key role in learning

Table 2 Types of Motivation

Table 2 shows the students' motivation in learning English in Indonesia. The first article was conducted by Budiana & Djuwari (2018). Extrinsic and intrinsic motivation were determined to be the primary sources of motivation used by STIE Perbanas students to study English. Most of them (78%) said they are learning English since it is a requirement for admission to this college. In addition, some motivational elements influence students' motivation to study English as a foreign language, including the teacher and educational system.

The second article was conducted by Budiharto and Amalia (2019); the research found that motivation plays a crucial role and develops into a vital motivator. Given the significance of motivation in an educational program, it is essential to emphasize that a learner's ability to retain information could suffer from a lack of motivation in the classroom. The fact that most first-year students at Madura University speak English is because they are so excited. They want to learn a goal language because they think it will help them learn it better. It means that intrinsic motivation that affects to their desire to learn.

The third article was conducted by Husna and Murti (2019); the findings explained why extrinsic motivation is stronger than intrinsic motivation. Point 4.14 represents the extrinsic motivating level, and point 4.04 represents the inner motivational level. Both motivation groups are at a high level, even though the extrinsic motivational lever's overall score is higher than the intrinsic motivational level. In other word, students have good motivation in learning.

The fourth article was conducted by Pranawengtias (2022), who found that extrinsic motivation contributed more to the students learning. It can be seen from the result that giving rewards and punishment are dominant factors that can improve the student's motivation in learning. The study's participants comprised thirty Indonesian Technocrat University students, ten sports education majors, ten mathematics education majors, and ten English education majors. The distinction between intrinsic and extrinsic motivation for learning English is not particularly significant, but extrinsic motivation significantly impacts learning.

Based on four articles, it can be seen that two parts can be discussed. Here is a detailed explanation of each component.

a. Types of Motivation

According to articles, two types of motivation can be found in each article: intrinsic and extrinsic motivation. In other words, every individual has their motivation, which can positively impact the teaching and learning process in the classroom. It is supported by Yuzulia (2019) and Tambunan et al. (2019) that motivation plays a vital role in helping students achieve their learning goals.

a. The Most Dominant Motivation

The findings show that extrinsic motivation contributes more to learning English in Indonesia. Two out of four articles mentioned that the students' results show that extrinsic has a higher effect than intrinsic (Uddiniyah & Silfia, 2020). It means the students have high motivation, but it comes from external factors such as good rewards and punishment. In other words, teachers can design a good atmosphere for learning by providing rewards for students; it can help them learn better. Giving punishment can be a trigger for students to have better learning. It means that the students prepare well before learning. Besides, intrinsic motivation positively impacts the students in achieving learning goals. It can be seen that some students learn English because they like the subject and it is fun for them. Therefore, learning English requires a high motivation to gain exposure to learning.

Conclusion

Motivation has become an essential factor that influences the success of learning. There are two types of motivation: intrinsic and extrinsic motivation. Every article has different results of student motivation, but two of four articles showed that extrinsic motivation contributes more to learning English. Some factors influence external motivation, such as reward and punishment. Both of them have a significant impact on how students learn English. Therefore, teachers have essential roles in designing the class to motivate students. For further research, it is suggested to review many articles to make a comprehensive result of students' motivation in learning English in Indonesia.

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