

THAI STUDENTS' MOTIVATION IN LEARNING ENGLISH LANGUAGE SOME UNIVERSITIES IN INDONESIA

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ABSTRACT

Motivation is one of the most influential factors in achieving the target language or second language. The purpose of this study was to determine the level of motivation of Thai students in learning English, and to determine the kinds of motivation is integrative or instrumental. This study uses qualitative descriptive analysis. The techniques used in data collection are questionnaires and interviews. A modified motivation survey of 20 items adapted from the Gardner Attitude/Motivation Test Battery (AMTB) was conducted. Data is presented statistically using percentage, and frequency. Data from interviews were analyzed to develop and expand the results of the questionnaire. The findings of this study indicate that Thai students are instrumentally motivated and their integration is also sufficient. Integrative motivation was found to have more impact on students than instrumental motivation. In addition, the students mentioned that the best grades in learning English are necessary for their future studies and good qualifications for their careers. In conclusion, from the results of the study, it can be concluded that the motivation of Thai students in learning English has different goals in learning English and more students tend to have integrative motivation than instrumental motivation.

Key Words: Learning English language, instrumental motivation, integrative motivation

INTRODUCTION

The English language is a common language all over the world, and the United Nations use it as one of the six official languages (Laiphrakam, Aroonsrimorakot, and Pathom, 2021). As a global language, English plays a great role in many aspects of life. According to Herlina and Holandyah (2016) English is an international language (Marzulina et al., 2019). It is used by many people in the world for different purposes such as to communicate with other people from different countries and to provide a means for exchanging knowledge.

Ideally, everyone should learn English therefore a touch of English as a compound subject. Because English is an important international language that can connect people with the world in various aspects including aspects of education. This shows how important it is to master a foreign language, especially English as an introduction to one's academic success or to support a career in the world of work (Sinaga, 2010). In terms of learning English, the students will success in learning if they have a will to learn. This will is called motivation.

According to Suprijono (2009), motivation to learn gives the spirit of learning, direction, and behavior persistence. Integrative motivation is an interest in foreign languages and a positive

attitude toward these people and their culture. instrumental motivation is a desire to study the target language to achieve a pragmatic objective such as improving an individual's future employment opportunities.

Learning motivation is a momentous field in language pedagogy since it is seen as one of the key variables contributing to the successful acquisition of a foreign language or second language (Kormos & Czier, 2010). Two kinds of motivation can influence the learners, namely integrative motivation and instrumental motivation (Gardner & Lambert, 1972).

This is different from research conducted by Rohman (2005) which states that Bangladeshi undergraduate students have instrumental motivation. This research is supported by Kuiper (2007) research with Chinese students studying at the University of New Zealand.

Considering the causes of motivation, this study will examine the motivation of Thai students. In the process of learning foreign languages that have been carried out by Thai students who are studying English in Jember, they experience several factors that have difficulty in understanding English. Considering the causes of motivation, this study will examine the motivation of Thai students. In the process of learning foreign languages that have been carried out by Thai students who are

studying English in Jember, they experience several factors that have difficulty in understanding English. This study is intended to identify the motivation of Thai students, conducted in a more specific context.

METHOD

This research is a survey by distributing a questionnaire adapted from the Attitude Motivation Test Battery (AMTB) which then the results of the questionnaire will be analyzed quantitatively and descriptively. Data were collected through a questionnaire that distributed to respondents, namely students majoring in English Education at the University in Jember. The questionnaire consists of 20 questions consisting of integrative motivation (10 questions), instrumental motivation (10 questions). In addition, data collection was also carried out by interview. Interviews were conducted to complete the questionnaire data and also as a means of triangulation of data collection. Several students were randomly selected for this interview.

Respondents were students of the Department of English Education at the University of Jember who came from four batches, 2017, 2018, 2019, and 2020.

Research validation using triangulation. There are 3 classifications of triangulation as checking data from various

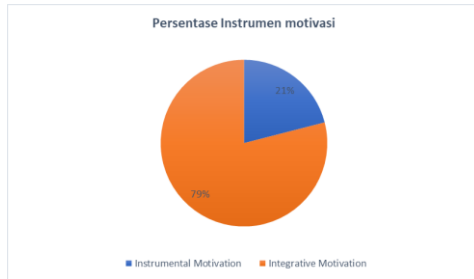
sources in various ways, and at various times. The classifications are source triangulation, technique triangulation, and time triangulation (Sugiyono, 2013, p. 274). Therefore, this study uses triangulation of data sources where this study has three different participants as data sources whose answers are used to prove the reliability of the results of this study.

RESULT AND DISCUSSION

In completing this research, the results obtained from 15 Thai students of the Faculty of Teacher Training and Education in the English Education Program, who is studying at the university in Jember. 15 respondents filled out the questionnaire via google form with 20 statements (10 statements of instrumental motivation), (10 statements of integrative motivation). And 5 respondents who were randomized to become online and offline interview respondents with 8 statements to strengthen the results of the questionnaire. The following data obtained are presented below:

1. Kinds of students' motivation in learning english language.

1.1 Result of Questionnaire



Comparison between integrative and instrumental motivation. This shows that the percentage of instrumental motivation (21%) is lower than the percentage of integrative motivation (79%).

The total percents of instrumental and integrative motivation for each student was obtained from the results of the questionnaire. Questions number one to number ten are used to measure students' instrumental motivation and questions number eleven to number twenty are used to measure students' integrative motivation. The total percentages of instrumental and integrative motivation for each student were obtained from the results of the questionnaire. Questions number one to number ten are used to measure students' instrumental motivation and questions

number eleven to number twenty are used to measure students' integrative motivation.

1.2 Result of Interview

In conducting interview, the total number of students' interview is five students. Result of interview are used by the researcher to convince and strengthen student responses in the questionnaire. The researcher presents interview data consisting of 8 basic questions that are slightly developed.

Area of Language Difficulties	Frequency	Percent (%)
Listening Problem	2	33%
Speaking Problem	1	17%
Reading Problem	-	-
Writing Problem	3	50%
Total	5	100%

The learning outcomes of students who have difficulty in language skills affect their motivation in learning English. The four language skill difficulties faced by the five students suggested in the additional open-ended questions are given as percentages. of the five students the most problems that arise are writing problems (50%), after that listening problems (33%) and speaking problems (17%).

Based on the results of the study that students who have difficulty in language skills affect their motivation in learning

English. the four language skill difficulties faced by the five students suggested in the additional open-ended questions were given as percentages. That of the five students the most problems that arise are writing problems, 50% of students experience writing, because first students lack mastery of vocabulary in English, and students also do not understand how to arrange sentences.

after that 33% of students had problems listening because students did not understand pronunciation, and 17% of students had problems speaking because students were afraid to pronounce. And the majority of students do not make mistakes in reading English.

CONCLUSION

In conclusion, this study was conducted that the motivation of Thai students towards learning English has different goals in learning English. Such as students wanting to get a good job or a better education, as well as an encouragement to understand the culture of foreigners who speak English and

can speak English communicatively. Despite the many differences in the learning objectives of Thai students, it can be clarified from the results of this study that integrative motivation is higher than instrumental motivation. Because they are interested in culture. In addition, they also want to communicate with people who speak the language themselves and to know more about the living culture of the native speakers.

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