

## Exploring Students' Motivation in Learning English at English Laboratory of UBL

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### **KEYWORD**

*motivation; english language learning; intrinsic motivation; extrinsic motivation; students*

### **ABSTRACT**

*Motivation is an important factor in language learning, including English. Without motivation, a person will lose the spirit of learning which can affect their success. This study aims to determine the level of motivation of students in learning English and determine the type of motivation that is more dominant, namely intrinsic or extrinsic motivation. This study used descriptive qualitative method with instruments in the form of questionnaires and interviews. The research participants were 192 third-semester students studying at the language laboratory of Bandar Lampung University. The data were analyzed using a five-point Likert scale to measure the overall level of motivation and compare intrinsic and extrinsic motivation. The results showed that most students had a high level of motivation in learning English, with an average score of 4.26. The dominant motivation found was intrinsic motivation, with an average score of 4.26, compared to extrinsic motivation which had a score of 3.94. Students are more motivated to learn English for personal reasons such as interest in the English language and culture as well as the desire to improve communication skills. In conclusion, intrinsic motivation is more dominant than extrinsic motivation in learning English at the language laboratory of Bandar Lampung University. Therefore, it is recommended that teachers continue to support and enrich learning methods that can increase students' intrinsic motivation.*

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### **INTRODUCTION**

In recent years, English has proliferated as a foreign language. This can be seen from the large number of people who use English as a tool for communication, even though English is not only a tool for communicating with other people but also an opportunity to achieve success to maximize their competence and passion, both at work and in education. As an illustration, at work, English is one of the requirements for someone to reach an important position in a company. Most people who occupy these positions can master at least one foreign language. English can make it easier for a student if he wants to continue his education abroad, obtain a bachelor's degree or continue his master's and doctoral studies. In addition, English can broaden friendship relations with people from various countries. This is a picture of success in life, where language is not a gulf between people.

In Indonesia, English is currently one of the core subjects that students learn. English is included in the curriculum for every level of education, as stipulated in the Minister of Education Regulation Number 22 of 2006. This language ranks second in Indonesia and is widely used in

various industries, including tourism, business, education, and entrepreneurship (Antara et al., 2018).

As for the functions and objectives of teaching English in Indonesia, especially in advanced educational institutions such as the oldest in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967, namely teaching English has a function as a tool to accelerate state and nation development, form a friendship with other nations and carry out foreign policy. The goal is to master the knowledge of English, namely practical reading ability, ability to understand spoken English, writing ability, and speaking ability (Halim, 1980).

In order to succeed in their English studies, Hayikaleng, Nair, and Krishnasamy (2016) view students' motivation as a crucial determinant. The direction of conduct, or what induces someone to repeat particular activities, is another definition of motivation (Alizadeh, 2016). Santrock (2004) defined motivation as a process that animates, guides, and maintains behaviour. As a result, motivation is a process that inspires and demonstrates to kids how to engage in activities. Motivated students will be thrilled to accomplish their goals since they have a strong desire. Tambunan & Siregar (2016) also found a positive relationship between motivation and academic achievement, as indicated by the average GPA at all educational levels, from elementary school to university. Motivation is a combination of effort and desire that justifies people's actions, aspirations, and wishes to accomplish learning objectives toward a goal.

Although English is taught at various levels of education, there are still students who have difficulty in mastering it, especially in the aspects of speaking and understanding vocabulary. Many students feel less confident when using English due to limited practice or a less supportive environment. In addition, students' learning motivation levels vary, which can affect the effectiveness of learning. Therefore, it is necessary to conduct research to find out the level of motivation of students and the type of motivation that is more dominant in learning English.

Motivation in learning can be divided into two categories; intrinsic and extrinsic. Harmer (2007:98) states that intrinsic motivation comes from within the individual. People may be motivated by the enjoyment of the learning process or a desire to make themselves feel better. Motivation comes from within the individual, not from external or external rewards such as money or value. Students with intrinsic motivation will get pleasure from someone doing the task or a sense of satisfaction in completing or even doing a task. Motivation in learning can be divided into two categories; intrinsic and extrinsic. Harmer (2007:98) states that intrinsic motivation comes from within the individual. People may be motivated by the enjoyment of the learning process or a desire to make themselves feel better. Motivation comes from within the individual, not from external or external rewards such as money or value. Students with intrinsic motivation will get pleasure from someone doing the task or a sense of satisfaction in completing or even doing a task. Harmer (2007:98) states, "extrinsic motivation is the result of several external factors" these factors include rewards and punishments. Extrinsic motivation does not mean that students will not derive pleasure from learning or completing assignments. It means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task has little or no interest.

Some previous studies have discussed the factors that influence motivation in learning English. Fachraini (2017) examined students' motivation in learning English and found that intrinsic motivation plays an important role in successful learning. Meanwhile, research by Dauyah and Yulinar (2018) showed that extrinsic factors, such as the quality of teachers and learning facilities, have more influence on students' motivation in learning English. This research continues the study with a focus on students studying at the language laboratory of Bandar Lampung University.

English is a language that is commonly used throughout the world or it can be said as a global language. We, students, lose a lot if we can't master English well. Currently, many students still need to improve their mastery of English. Some prefer to learn English. Many are lazy to study and even shy when asked to speak English. This happens due to environmental factors and the need for a wider space for them (students) to hone and develop their English skills. Learning English alone is not enough, if only through theory. However, hands-on practice is needed to get used to and become more fluent in pronouncing English words. As students, by mastering English, we will get many benefits. First, English can make our daily life easier. In our daily lives, we must encounter a lot of use of English, such as when we surf the internet, watch movies, read menus in cafes or restaurants, to features on our smartphones.

Second, mastery of English will open up and give us the opportunity as students to carry out student exchanges. Even scholarships will provide total funding if our TOEFL score is high. Third, with English, we will add experience and relationships. We can look for pen pals from other countries via the internet. We can exchange ideas and information, add knowledge, insights, and new relationships with outsiders. This will also open opportunities for us to find work in large companies. Having the ability to speak two languages will certainly be an added value for us. Language does not only act as a communication tool and can make it easier for us to adapt to the environment and work.

By mastering English, we will be one step ahead in achieving our goals, whether for a career, business activities, or adding to relationships. Therefore, it is crucial for a student to learn, master, and improve skills in English. (Dauyah and Yulinar, 2018), "Faktor-faktor yang mempengaruhi motivasi belajar bahasa Inggris mahasiswa non-Pendidikan Bahasa Inggris. This research aims to identify the factors that affect the students' motivation of Non-English students of teacher training and education faculty (FKIP). The finding shows that extrinsic motivation contributed more to students' motivation than intrinsic motivation.

Understanding the factors that influence students' motivation in learning English is crucial to improving learning effectiveness. By knowing whether intrinsic or extrinsic motivation is more dominant, teachers can design learning strategies that better suit students' needs. In addition, the results of this study can help educational institutions in formulating more effective policies to increase students' learning motivation. This study makes a new contribution by identifying students' motivation level based on a specific learning environment, namely the language laboratory. In addition, this study not only measures the general level of motivation but also compares the dominance between intrinsic and extrinsic motivation. This provides a more in-depth perspective on the factors that influence the success of English language learning in a specific academic environment.

This study aims to identify the level of motivation of students in learning English at the language laboratory of Bandar Lampung University, determine whether intrinsic or extrinsic motivation is more dominant in learning English, and provide recommendations for teachers and educational institutions to increase student motivation in learning English.

Theoretically, this study can add insight into the factors that influence motivation in English language learning, especially in the context of higher education. Practically, this research is useful for various parties. For students, this research can increase their awareness of the importance of motivation in learning English and provide insight into how to increase their own learning motivation. For teachers, the results of this study can be used as a basis for developing more effective learning methods to increase student motivation. Meanwhile, for educational institutions,

this research can be a reference in designing more interesting and effective English learning programs.

The results of this study are expected to provide implications for the development of learning strategies that are more effective in increasing student motivation in learning English. If intrinsic motivation is more dominant, then learning methods can be focused on approaches that are more based on students' personal interests and experiences. On the other hand, if extrinsic motivation plays a greater role, then educational institutions need to improve external factors such as learning facilities, rewards, or more supportive academic policies.

## **METHOD**

Descriptive qualitative design was chosen as this research approach. That is, the results of this study must be explained descriptively. Qualitative descriptive research is a formulation of the problem guide research to explore or photograph social situations that will be researched thoroughly, broadly, and deeply. According to Bogdan and Taylor, quoted by Lexy.J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. This method was used in this research to determine the level of motivation to learn English and whether the dominant motivation in learning English is intrinsic or extrinsic among students in the English language laboratory.

The research was conducted at the Language Laboratory at the University of Bandar Lampung. The researcher only took third semester students in the language laboratory. The participants in this study were students of the English language laboratory at the University of Bandar Lampung for an third semester of the 2022-2023 academic year. There are 326 third-semester students at the English laboratory at the University of Bandar Lampung. According to Sugiyono (2009:63), the sampling technique in this study was total sampling. Total sampling is a technique where the number of samples equals the total population. The reason for using total sampling is considering the large population of 326 students. Researchers have tried to maximize data collection. However, due to time constraints, it was not possible to collect all the data. So that 192 students were obtained as a sample.

Researchers used two types of instruments to collect the data needed for this research. They are questionnaires and interviews. Azwar (2009:101) states that the questionnaire is a flexible and relatively simple data collection instrument. It consists of 26 questions where 1-13 questions are to gather information about intrinsic motivation, while 14-26 are to collect information about extrinsic motivation. In this study, researchers used open questions. The researchers adapted a questionnaire from Gardner's.

The Attitude/Motivation Test Battery (AMTB) by Gardner (2004) formed the basis of the questionnaire. AMTB is focused on examining several affective components that influence second language or foreign language learning. The writer chooses twenty six statements about motivation and attitude because they relate to the research question. There are intrinsic and extrinsic incentives, and the authors separate statements into these two categories. To avoid misunderstandings and make it easier for participants to answer questions, the authors translated the statements from English into Indonesian. Questions for intrinsic and extrinsic motivation are presented as follows:

**Table 1. Intrinsic and Extrinsic Motivation Question Table**

No.	Statement	SA	A	N	D	SD
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*A Need Analysis on Technology for Teaching English to Primary School Students with Specific Learning Difficulties*

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1. I learn English to better understand and appreciate English culture

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  2. I Learn English in order to improve my English language skills

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  3. I learn english to be able to interact with speakers of english more easily

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  4. English is one of my favorite courses.

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  5. Learning English will allow me to meet and communicate with varied people

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  6. I learn English because it is something that I always want to do

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  7. I enjoy the activities of our English class.

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  8. Learning English will allow me to get closer with English speakers.

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  9. I have a strong desire to know all aspects of English.

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  - 10 I am trying to understand all the English I see and hear

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  11. I learn English to have many native English speaking friends

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  12. I want to learn English so well that it comes naturally to me

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  13. I really like my English class, I hope to learn more English in the future.

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  14. I learn English so I can take part in English competition

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  15. I like to study English because my English teacher has an interesting teaching style.

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  16. I studied English because I was afraid of being punished

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17.	I study English because English is useful when I want to go abroad or continue my studies abroad
18.	I feel that no one is really educated unless he is fluent in the English language.
19.	I study English because I like my English teacher
20.	I study English because it will Useful for getting a good job
21.	I study English in class because it is a compulsory subject that I have to take.
22.	I study English because I like watching movies in English.
23.	I study English because I need it for my future career
24.	I learned English because my parents asked me to
25.	I learn English because other people will respect me more if I know English
26.	I study English because I want to do well in my examinations

The students were asked to answer the SA= 5, A=4, N=3, D=2, SD=1. The score of questionnaire is based on the table below:

**Table 2. Intrinsic and Extrinsic Motivation Answers**

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivation
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

After conducting interviews and questionnaires. Data were analyzed by calculating the average of each question. Calculations were performed using a simple formula using Microsoft Excel 2010. This research was conducted for 7 days. Data collection was carried out on January 14-20, 2023.

In this study the authors used the A Five-Point Likert scale to measure the level and type of motivation in learning English, both intrinsic and extrinsic motivation.

### **Data Validity and Reliability**

To ensure the validity and reliability of the data in this study, several steps were taken. Data validity was ensured by using a research instrument that has been tested in previous studies, namely a questionnaire adapted from the Attitude/Motivation Test Battery (AMTB) by Gardner (2004). This questionnaire is designed to measure various aspects of motivation in English language learning and has been used in various studies with consistent results. In addition, content validity was checked by seeking expert judgment from lecturers with expertise in English language education.

The reliability of the data was tested using the internal consistency test method using Cronbach's Alpha to ensure that the questionnaire provides stable and consistent results if tested on the same population at different times. A high reliability value (above 0.7) indicates that the instrument has a good level of reliability. In addition, data triangulation was conducted by comparing the results of the questionnaires with the results of the interviews to ensure compatibility of findings and reduce subjectivity bias.

## **RESULTS AND DISCUSSION**

The results of this study were obtained from questionnaires and interviews that were used to determine the level of student's motivation to learn English and dominant intrinsic or extrinsic motivation in learning English among students who studied in English laboratories. This research was conducted in January 2023. This research focused on third-semester students who study English in the English laboratory.

### **Result of questionnaires**

The findings of this study are divided into three parts: general or overall student motivation, student motivation in each study program, and students' dominant motivation. More details will be explained as follows:

#### **1. General student motivation level**

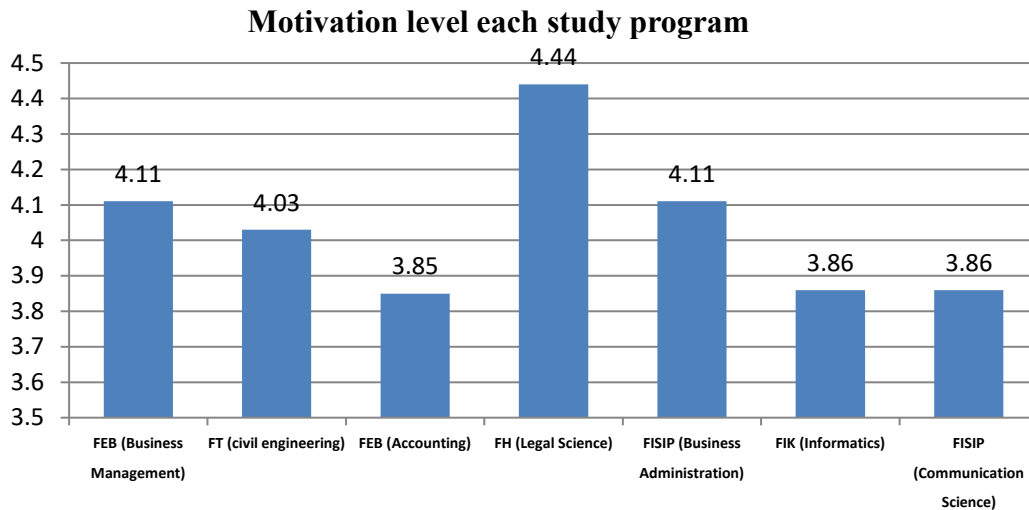
The overall motivation level of semester three students in learning English at the University of Bandar Lampung language laboratory. The number of samples is 192 students. Based on the results of the numbers analyzed previously, each student has a different motivation score. However, in learning English, most of them had a high level of motivation, as many as 153 students, while 39 students had a moderate level of motivation, and the average student motivation score was 106.8. Therefore, overall, students have a high level of motivation, with an average total score of 4.26. Interpretation of 4.26 based on the Likert Five-Point range scale is a high level of motivation. The average score results are interpreted according to the Five Point Likert scale.

#### **2. Motivation level of students in each study program**

Furthermore, the researcher explained the level of student motivation (figure 1) in each study program at the language laboratory at the University of Bandar Lampung through a bar chart. As seen in the bar chart below, the law study program is ranked first with a score of 4.44. Interpretation of 4.44 based on the Likert Five-Point range scale is a high level of motivation. It is also reinforced that they have high motivation to learn English because they want to

improve their English skills and communicate with many people who use that language. Some stated that some of the material they studied at their faculty contained English. Hence, they felt that learning English was very important, which is why the law study program scored much higher than other study programs.

Then the civil engineering study program with an average score of 4.03. The interpretation of this score is that civil engineering study program students have a high level of motivation. The business administration study program also has the high motivation, with a score of 4.11. The Business Management study program has a score of 4.11, then the communication science study program has a score of 3.86, with the interpretation of having a high level of motivation. The informatics study program obtained a score of 3.86 with a high level of motivational interpretation. Finally, the accounting study program is highly motivated to learn English, scoring 3.85. Each study program has a different score, but overall each has a high interpretation in learning English at the Bandar Lampung University language laboratory. The motivation level of third-semester students in each study program at the Bandar Lampung University language laboratory has high motivation.



**Figure 1.** Motivation level each study program

The results showed that some students from the above study programs were highly motivated to improve their English skills. They wanted to be able to communicate with various kinds of people. Some of them also said that some of the learning materials in their faculty contained English, so they thought learning was very important so that they understood the learning material in their respective study programs.

Based on previous research, "An investigation of student' motivation in learning English", another study by Fachraini (2017). There are several reasons why students have a deep intrinsic motivation to learn English the way students want to learn English because they want to improve their English skills, they want to be more comfortable with English speakers, they will be freer to participate in group activities from other cultures, they learn English because it is something they have always want to do. They learn English because they enjoy learning.

Whereas based on previous research by Dauyah and Yulinar also conducted research in this field, "Factors influencing the motivation to learn English of non-English Language Education students" (2018). The findings show that extrinsic motivation contributes more to

student motivation (39.66). The results also show the existence of extrinsic factors, such as Rewards and Punishment, Lecturer Quality and Learning Support Facilities.

### 3. Student's dominant motivation

The following pie chart illustrates the dominant intrinsic or extrinsic motivation in learning English for third-semester students at the University of Bandar Lampung. The researcher includes it in the comparative score between intrinsic and extrinsic motivation, which can be seen in Figure 2 of the pie chart below:

**Comparison Between Intrinsic and Extrinsic Motivation**



**Figure 2.** Comparison Between Intrinsic and Extrinsic Motivation

Based on the results of the questionnaire obtained and analyzed regarding dominant motivation, both intrinsic and extrinsic, the results are shown in the pie chart below (figure 2). Based on the pie chart below, intrinsic motivation scores higher than extrinsic motivation. Namely 4.26 (52%), while extrinsic motivation has an average score of 3.94 (48%). Although there are different scores between intrinsic and extrinsic motivation, both strongly interpret motivation based on the Likert Five-Point range scale. It can be concluded that language lab students, especially third-semester students more dominant intrinsic motivation. These results can answer the second research question of this study.

### **Result of Interview**

To validate the data from the questionnaire, interviews were conducted and followed by fourteen UBL 3rd semester students from each class. The total number of students interviewed was 14 students. Three questions in the student interview section were asked to determine their perceptions about the motivation to learn English in the English language lab at the University of Bandar Lampung. Consistent with the questionnaire, most interviewees were more intrinsically motivated to learn English. Students who have intrinsic motivation learn English because they have the motivation that arises within the individual without being influenced by other factors outside the individual to achieve their learning goals. The following direct quotes are answers from the interview:

Respondents who were interviewed in this study totaled 14 students. For the first question regarding their reasons for learning English, most of them answered that they learned English to communicate with various kinds of people who, of course, use the same language as English or can be said to have intrinsic motivation. According to the statement contained in the questionnaire, "Learning English will enable me to meet and communicate with various people ."However, some students answer that they study English because they want to get a good job later. This statement follows the questionnaire statement, "I learn English because it will be useful to get a good job".

Second question, which do you think is more important, learning English for work (as an instrument) or learning English to understand aspects of English better and appreciate British culture? Why? Moreover, from the student statements, most of the 14 students interviewed chose the second statement, namely, learning English to understand aspects of and appreciate English culture. Some examples of statements from a Student 1: "In my opinion learning English is more important to better understand aspects of English and appreciate English language culture because by understanding aspects of English itself we understand more about English so that we can automatically use it for work. ", there were also some students who chose the first statement, namely learning English for work, for example Students 7: "I chose to learn English for work, because English is very much needed, judging from several job requirements, including being able to speak English, especially at my age, which requires income from my language skills", but there are also those who choose that both are equally important, as the statement from Student, Student 9: "I think both are important because if we prioritize both for the reason that we speak English we will get a variety of positive things, if we prioritize one of them it is not enough then we must prioritize both because if we prioritize both we learn English we can get to know better other people especially people from abroad and also our opportunities to work in the company will be even greater".

From the statement above from 14 students, students preferred the second statement, "understand aspects of English and respect British culture." Students have greater intrinsic motivation than extrinsic motivation. Following the statements in the questionnaire, namely "I study English to understand better and appreciate British culture" and "I have a strong desire to know all aspects of English".

The last question is, what are the difficulties in learning English at the English Lab? Why? Moreover, the student's statement was Student 8: "the obstacle that I faced when I studied English in the language lab was difficulty in pronouncing vocabulary because there were words that I did not understand." Student 11: "Not confident because many are better at learning than speaking or other things." Student 5: "Maybe for the practice of practicing speaking English (conversation) who cannot be sure to practice it directly and cannot be as fluent as a native speaker, as well as grammar. Because we lack confidence and are inconsistent, that becomes a problem for all of us." It can be concluded from some of the statements above that students experience difficulties in speaking and pronunciation. This question is intended so that we know the obstacles in learning English, especially in the English lab, are speech, pronunciation, and vocabulary problems.

From the interview data, it was concluded that intrinsic motivation dominates where these results align with the questionnaire data obtained. Namely intrinsic motivation of 4.26, while the extrinsic motivation of 3.94. These results illustrate that intrinsic motivation in the questionnaire data dominates.

The first question is about the motivation level of third-semester students learning English in the language laboratory at the University of Bandar Lampung. The author uses a questionnaire.

The number of samples is 192 students. Based on the results of the numbers analyzed previously, each student has a different motivation score. However, in learning English, most had a high motivation level of 153 students, while 39 students had a moderate motivation level, and the average student motivation score was 106.80. Therefore, overall, students have a high level of motivation, with an average total score of 4.26. Interpretation of 4.26 based on the Likert Five-Point range scale is a high level of motivation. This proves that students' motivation to learn English varies because each student has different motivations (Mahadi & Jafari, 2017).

The second research question concerns the dominant motivation in learning English among third-semester students studying at the University of Bandar Lampung language lab. Researchers used questionnaire scores to answer questions. The results showed that the total score of intrinsic motivation was 10659, and the average score was 4.26 which means a high level of motivation. While the total score of extrinsic motivation is 9846, and the average score is 3.94 which is included in the high motivation category. Based on the results above, the dominant motivation among third semester students studying in the language lab to learn English is intrinsic. Intrinsic motivation, according to Dahliana (2019, p. 77), "refers to motives that originate from within the individual, not because of demands from other people or the environment." There are several reasons why students have an intrinsic motivation to learn English. They want to know aspects of English. They enjoy learning English, learning English will allow them to meet and communicate with various people, and they learn English to improve their English skills. They want to be able to interact more easily with English speakers. They learn English because they have always wanted to do it, and they enjoy their English class activities. This is in line with research conducted by Fachraini (2017).

Whereas in previous research conducted by Dauyah and Yulinar (2018), the study's results proved that extrinsic motivation is the primary motivational factor in learning English compared to intrinsic motivation. There are several motivational factors. It was found that the quality of teaching and learning support facilities majorly affects the high motivation to learn English. Furthermore, these results differ from previous research conducted by Oletic (2014) and Gharib (2019); they found that students generally lack intrinsic motivation to learn English, and extrinsic motivation contributes more to students' reasons for learning English. Having intrinsic and extrinsic motivation is very important because it can affect success in learning English.

From the results of the interview, most students have intrinsic motivation. An example of an interviewee's direct quote is, "I study English to understand the people and culture they have." Because if we go abroad, meet foreign tourists, or study abroad, then we use English as a means of communication. Moreover, they exchange information and culture with each other." From the example above, it can be seen that successful students say that "I study English to understand the people and culture they belong to." This implies that they are intrinsically motivated because they love to learn. Moreover, it understands the culture of the people who speak that language. In addition, one of the students interviewed said that "learning English is very important to understand society and its culture because by studying the culture of society indirectly we have much insight and know the culture, so it is not difficult to fulfill one of the requirements to get a job." This shows that students tend to learn English because it appeals to the culture of the people who speak that language.

From the results of the questionnaire and interview data described above, it can be concluded that student's motivation in learning English has a high interpretation of motivation with a score of 4.26, and intrinsic motivation dominates where these results are in line with the results of the questionnaire and interview data obtained. for the intrinsic motivation questionnaire with a score

of 4.26 while extrinsic 3.94. while the results of the interviews showed that most of the students had intrinsic motivation, as seen from the number of students who answered their reasons for learning English "I learn English to understand the people and culture they have." From these examples, it can be concluded that students who say that "I learn English to understand the people and culture they have." This implies that they are intrinsically motivated because they enjoy learning. Moreover, understanding the culture of people who speak that language.

## **CONCLUSION**

Based on the analysis, it can be concluded that motivation is an important factor in the success of English language learning. Based on the results of the study, the majority of students studying in the language laboratory of Bandar Lampung University have a high level of motivation, with an average score of 4.26. Of the two types of motivation analyzed, intrinsic motivation proved to be more dominant than extrinsic motivation. Students are more motivated to learn English for personal reasons, such as an interest in the English language and culture and a desire to improve their communication skills. Although external factors such as instructor support and learning facilities still play a role, students' internal drive plays a more significant role in improving their learning motivation. Therefore, teaching methods that focus more on increasing personal interest and satisfaction in learning can be more effective in improving learning outcomes. Thus, it is recommended that teachers and educational institutions develop learning strategies that can maintain and enhance students' intrinsic motivation. This could include more interactive learning approaches, the use of technology in teaching, as well as providing opportunities for students to develop their language skills in more real-life contexts.

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