

Analysis of Students' Learning Motivation: Psychometric Parameters Study of Learning English Courses in the Business Travel Department

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Abstract

This study's goal is to determine the variables that affect students' motivation to learn English at Darussalam Polytechnic Palembang's Travel Business study program. The basis of this research is seen in the weak mastery of English possessed by students of the travel business study program. This study also aims to find specific motivations that best influence learning English. This study used a qualitative method by giving participants a questionnaire consisting of 20 statements and a Likert scale. The sampling technique used is saturated sampling. The data from the questionnaire were analyzed using statistical procedures and described descriptively. The findings of this investigation indicate that external motivational factors have a better contribution than internal motivational factors, and in external motivation, there is the quality of the instructor and teaching materials, which are the most dominant sub-factors for maintaining learning motivation.

Keywords: Learning Factors, Learning Motivation, Teaching Quality

Introduction

In mastering foreign languages, especially English, the government makes a policy of requiring the teaching of English to apply at the secondary to the highest education levels in Indonesia (junior high school to university) with the aim of forming qualified human resources because mastery of foreign languages is one of the factors determining the success of human resources. In terms of teaching English, Rachmawati et al. (2020) said the most of the English has been taught in schools since the elementary school level, which is nevertheless considered to be insufficient. Several findings in the field show this, such as the low scores of



students' English subjects on national exams and the students don't utilize English very often (Kim et al., 2014).

According to a report published on Kompas.com through the Indonesian Teacher's Club website, despite a higher success percentage than the year before, the results of the 2009 national test for English subjects came in lower than for other subjects. This graduation report, however, is still being contested by a *Pembina Komunitas Air Mata Guru* (KAMG) member who claimed that during the audition, the typical student pass percentage was only about 40% (Rudhito, 2020).

It is suspected that there has been fraud in the conduct of the national examination, which of course involves students' actual abilities when they respond to inquiries in English. Based on information provided by the First (2012), In terms of English Proficiency Index, Indonesia is ranked 28th out of 63 nations. There were 750,000 participants in the survey. Indonesia's population as a whole speaks English at a standard competency rate of 52.74%.

At the higher education level, especially in the travel business study program, teaching English has its own variation of hours and levels. Students in this study program take English courses for four semesters, starting with the first, second, third, and fourth semesters. In each semester, students receive different scientific studies according to their level, basic English, advanced English, English in the realm of tourism and hospitality, and a language proficiency test. In practice, this study is carried out once a week. It goes without saying that this is different from the middle, junior high, and high school levels Liao (2007), where English classes meet two or three times per week. Apart from being a determining factor for the success of human resources, mastery of English is also an asset to being able to compete in a global world.

Naturally, the English courses offered by the Cultural Tourism department serve as a foundation for students to grow in accordance with the expectations of the 4.0 era. The need for English certainly has an important role when facing the demands of the global world. As a result, teaching English is a requirement that must be learned and taught at all levels of education. At Darussalam Polytechnic, especially for travel business majors, English is a compulsory subject because it is an institution's compulsory subject. However, based on repeated observations during blended learning lectures, students appear less motivated to participate in their studies, as seen by their tardiness and blatant absences. This can be caused by several factors, one of which is motivational factors Kim et al (2014).

There have been numerous studies and research projects on English instruction and acquisition in Indonesia. The success of teaching English is thought to be significantly influenced by a number of factors Ng & Ng (2015). These elements include educational facilities, curriculum, students, and teachers. The issue of motivation cannot be divorced from the discussion of students as a crucial component of learning. Student motivation has previously been thought to be a factor in learning that affects how well students learn. The key factor that determines whether students succeed in learning a foreign language is their motivation, according to the findings of several studies on motivation in language learning.

Motivation has a very important role in all activities, one of which is teaching and learning activities. Of course, this motivation is a standard for how learning



becomes fascinating and the course becomes tailored to the goals the students themselves have in mind. However, on the contrary, if this motivation does not exist, students will experience boredom, and a negative influence will occur on the absorption of students' abilities to understand or practice English (Ghaedi & Jam, 2014). Macklem (2015) argues that this motivation has positive and negative influences on a student's self-confidence which of course leads to the behavior and nature of the student being able to succeed in learning a subject. This also proves that Student achievement is significantly influenced by their level of motivation in their learning environment. Other things are, of course, a factor, such as the ability of the lecturer and the modules used in class.

A study is required to determine the variables that affect student achievement in English courses at the Travel Business Department based on the explanation mentioned above. Given that student in the Darussalam Polytechnic, Travel Business Department are more motivated to learn English, it can be said that this study has a direction to uncover the most important motivating elements and what indicators should be improved.

Review of Related Literature

Definition of Motivation

Gardner & Lambert (2015) examines various mindsets as a factor influencing motivation. Al-Hoorie & MacIntyre (2019) The two distinct sets of attitudes share two basic types that Gardner and Lambert identify as integrating and practical approaches to motivation. Al-Hoorie & MacIntyre (2019) developed a tool to measure the motivation of students who learn foreign languages. (Norton, 2020), Teaching a foreign language has both linguistic and non-linguistic goals. Individual language abilities, such as reading, writing, speaking, and understanding the foreign language, are emphasized in linguistic goals. There are numerous measurement tools that can be used to gauge language competency. Non-linguistic objectives, on the other hand, place more of an emphasis on things like wanting to continue studying languages other than one's native tongue and comprehending different communities. Because there aren't many measurement tools available for this use, Gardner created the Attitude/Motivation Test Battery (AMTB). AMTB focuses on analysing many affective factors that affect learning a second language or a foreign language. AMTB examines language learning in three parts, namely behavior, motivation, and class anxiety; motivational intensity; and teachers and curriculum.

Furthermore, Wang (2009) said that the divide of motivation that Gardner and Lambert refer to as "motivation" is actually referred to more appropriately as "orientation," not as a form of motivation. A learner will get motivated as a result of orientation. (Noreen et al., 2015) stated This orientation may be socially or culturally focused, or it may be tied to academic or professional objectives (instrumental) (integrative). On this subject, numerous investigations and research initiatives have been conducted. (Hashwani, 2008) researched students' attitudes, motivations, and anxieties about teaching English in Pakistan. (Hashwani, 2008) The findings of his study, which were presented in his work titled "Students' Attitudes, Motivation, and Anxiety about English Language Learning," demonstrate that the majority of the students under investigation had motivation that is both integrative and instrumental. Students are motivated to learn English



because they desire to become fluent in it and take part in the emergence of a global society. Meanwhile, (Marlina, 2007) researched English literature students at a private university in Jakarta. This research examines motivation as seen through the components of a course-specific motivation teacher. From these two components, the result is that most English literature students have an integrative and instrumental orientation, that is, they study English to get better jobs and also want to master it. Considering that English is a crucial language in economic development in a globalized world.

Factors For Success in Learning

Psychology researchers are investigating what factors contribute to success in order to understand why different people learn foreign languages differently. (Griffiths, 2013) stated the three components talent (aptitude), motivation (motivation), and opportunity are the ones that are frequently discussed (opportunity).

1. Ability to Master English through Aptitude

Many people who are successful in their careers or in their academic endeavours fail to pick up a second language. Despite their repeated attempts and much effort, they continue to face many obstacles. Meanwhile, (Alsayed, 2003) said that certain people have a natural ability to learn new words, whether they be foreign or English, comprehend grammar, and speak the language with ease. Many viewpoints contend that the presence of language talent separates the two when it comes to mastering a foreign tongue. (McCarthy, 2016)'s Language talent is a product of natural features that are challenging to change, according to various authors quoted in the article "Language Development in Children." While this was going on, other writers like (Oates & Grayson, 2014), (Owens, 2018), and (Stelmachowicz et al., 2014), different studies have demonstrated that language talent may be developed and enhanced via practice.

2. Ability to Master English because of Motivation

(Gardner & Lambert, 2015) Integrative motivation and instrumental motivation are the two categories that divide motivation. The desire of pupils to integrate with the culture and language they are studying is known as integral motivation. Students that have a great desire to learn the language in-depth typically provide this incentive. Meanwhile, Wang (2009) a person may be motivated to learn a language or improve their English proficiency in the hopes of achieving something, such as a better position or employment. This is known as instrumental motivation. This language is a tool for achieving specific objectives.

According to Gardner & Lambert (2015), Integrative motivation ensures greater success when learning English or a foreign language. This is due to the fact that people who have integrative motivation have a positive outlook on the language they study and will do whatever to perfect it. These kinds of people actively practice and do not rely solely on professors or books. They are constantly on the lookout for possibilities to listen to English or foreign languages being aired on radio or television. Klimova (2011) they are not afraid to attempt to converse in those languages Purnama et al. (2019). Because they enjoy it, learning a foreign language is not challenging for them. As a result, one of the crucial elements in learning



English is the capacity to grasp it due to motivation. The factors that are unaffected by geography, age, or health are the best ones for learning English.

3. Ability to Master English because of Opportunity

Opportunities are any educational activities that take place outside of the classroom during which pupils actively use the language they are learning. Since communicating with others is the main objective of learning a language, opportunities for practice are unavoidably provided by both teachers and pupils. (Ghazvini & Khajehpour, 2011) explained the method that uses a lot of communication practice is the Communicative Approach (Communicative Approach), which appeared early in the 1970s. The teacher gives the pupils a lot of work to accomplish in pairs or small groups while utilizing the language being studied during learning activities that employ this method (Ehsan et al., 2019). Usually, students who are active compared to kids who are reluctant to practice, will be more advanced.

Method

This study applies qualitative methods, and research methods with questionnaire techniques to obtain accurate data. This survey was modified from (Gardner, 2004) regarding the Attitude/Motivation Test Battery (ATMB) and (Al-Mubireek, 2020). This questionnaire has 20 statements that use a Likert scale as a measure. This is done by containing 20 statements, with 10 statements each for intrinsic motivation and 10 questions for extrinsic motivation. In intrinsic motivation, there are two indicators, namely the ability to learn early and goals or ideals. Furthermore, in extrinsic motivation, there are two indicators, namely rewards and punishments, the ability of the teacher, and the modules used. The population in this study was all semester one and three students of the Travel Business Department. Sampling was carried out using a saturated sampling technique, which was due to the relatively small population and English courses being implemented in semester 1 in terms of the results of the entire population being the sample in this study. Finally, the data found is processed using statistical methods and described descriptively regarding what motivation has the most dominant influence when students learn English.

Findings and Discussions

The results and discussion of the data found in the questionnaire will be presented in graphical form to make it easier for readers to understand the results obtained. The calculations are carried out using methods or statistics and are described descriptively to be discussed in more detail. In statistical calculations, it is found that the total of the answers of all students is then used as a reference for describing the data. As described above, there are 10 statements for intrinsic motivation and 10 statements for extrinsic motivation.



Table 1. Average Questionnaire Results

No	Factor	N	Total
1	Intrinsic Motivation		
	• Desires from scratch	60	1789
	• Future goals	60	2104
	Average Intrinsic Motivation		1946,5
2	Extrinsic Motivation		
	• Prize/Punishment	60	1246
	• Quality of Lecturers and Teaching Materials	60	1437
	Average Extrinsic Motivation		1341,5

Source: Primary Data (2022)

First, it may be inferred from the statistics that there is no significant difference in internal motivation, with each indicator having a total point of 1789 and 2104. It can be said that students have good internal motivation and are able to take the initiative to learn English. According to the statistics, external motivation has a higher overall score and based on the average of the two motives, it has a better impact on the advancement of students learning English in the Darussalam Polytechnic's travel business department. Regarding external motivation, it is also evident that the best ways to encourage students to learn English effectively and enjoy it are through the quality of their professors and the modules they utilize. It can be said that students want teachers who are qualified in their fields and make teaching as interesting as possible with the modules provided.

From the above, it can be explained that the motivation experienced by students in the travel business department has two kinds of sources, namely, from within (intrinsic) and from outside (extrinsic), and from the data above, it can be said that one of the factors determining success, particularly while learning a foreign language, is motivation language (Rehman et al., 2014). From the questionnaire, it was also found that students have good initiative, as shown by their answers to statement number three, namely, "learning English makes me more able to keep up with world developments through reading, media, news, fill, etc., which use English as the main language." The percentage of respondents who said they firmly concurred with the statement in this indicator is 70%. Additionally, it demonstrates how much kids want to know about the outside world so they can use it as a guide for their future actions.

In terms of goals, it shows that students have the initiative to get lots of colleagues and have an impact on finding jobs in the future (*future goals*), which they will certainly do in the future. This indicator motivates students to have better future goals and achieve their dreams. As for one of the statements, namely number seven, which states that English will be my reference in building extensive relations in the future. This statement has the support of 60% of respondents who answered



"strongly agree" and has the implication that learning English is their capital in getting a decent life by achieving their goals in the future.

Furthermore, external motivation has the first point, namely the existence of rewards or punishments that are a reference for them to be well motivated and to be of concern to the teachers. The existence of this prize is also one of the efforts to get motivation from students to be better and, of course, to become stars in their class. Giving a pupil a penalty can have both positive and bad impacts. For example, if the student can take the punishment and use it as motivation, it will be positive; yet, if the punishment brings the student down, it may have a negative impact. (Shinge & Kotabagi, 2021). There is a statement in this indicator that states that English is due to the fear of being punished by the lecturer (lowering grades or the action of getting caught). 59% strongly agreed, and 55% agreed, that getting a plus point from the lecturer motivates them to learn English well.

Then, in addition to strengthening this research, the distribution of questionnaires and interviews was carried out on two additional indicators, namely, an analysis of student responses to lecturers in teaching and an analysis of student attitudes toward lecturers in English courses.

Student responses to lecturers in teaching English courses.

Taking into account the data analysis that has been done, on aspects regarding student responses to English lecturers, quite positive results can also be found. This can be seen from the statistics showing that as many as 39.17% of student respondents agreed with the statements given. Besides that, 10.42% of student responses overwhelmingly concurred with the assertions. Although there are also quite high statistics for student respondents who answered doubtfully, disagreed, or strongly disagreed, the numbers in these statistics still cannot beat the positive percentage with responses that strongly agree and agree, indicating that in fact, the student respondents, in general, had a favourable outlook on professors when learning English.

One of most influential elements the process of teaching and learning is the existence of teaching staff, namely teachers or lecturers. Today, many new methods and approaches formulated by experts are more focused on student-centred learning. Even so, this does not make the role of the teacher or lecturer less important. (Haycock, 2007) stated the role of the teacher or lecturer is very influential in the process and success of learning outcomes, including learning foreign languages such as English. The character of the teacher or lecturer is also very influential. If the lecturer has a friendly, kind, and fun character, and is able to inspire his students (Purnama et al., 2019), learning will be more conducive, which will lead to maximum learning outcomes in conformity with the desired learning outcomes (Naibaho, 2019). Although most lecturers have used student-centred methods and approaches, (Hannafin & Land, 1997) the role of the lecturer is still very influential. The way the lecturer gives assignments, explanations, clarifications, and assessments is of course still a matter of great concern, and the students feel the impact.

Apart from being a teacher, lecturers also act as consultants for their students when they experience difficulties. This is especially true when the lecturer uses an approach that is centred on student activity (Wright, 2011). Lecturers here must be



able to provide clarification on any problems experienced by their students. If the lecturer cannot provide an explanation or clarification of the various issues that students face during the learning process, then the lecturer will tend to be underestimated and underappreciated by his students. In fact, students will tend to prefer not to attend lectures. However, based on the data obtained from the questionnaire, there were only 2.5% of student respondents agreed to prefer not to take English lectures. This shows that actually the student respondents in general already have a positive attitude toward lecturers in learning English.

In addition, the quality of the lecturers and the teaching materials they have are one of important factors for increasing student motivation in learning English and the direction is of course to have good English achievement. The quality of this lecturer can be measured by looking at the strategies used in delivering the teaching materials that the lecturer has. (Brush & Saye, 2000). The results of this questionnaire prove that good and integrated delivery will help students increase their motivation to learn English. This is demonstrated by statement number 20, which states that using Google Classroom and eBooks (which are integrated) can help people easily understand English; 80% of respondents strongly agree with this statement.

Attitudes of Students Toward English Lectures

In the aspect of student attitudes toward this English lecture, the results are less positive. However, this does not fully show the negative attitude of students toward English lectures. Seven of the ten statements were negative. So, the high rates of doubt and disagreement, namely 34.50% and 26.25%, are actually positive statistics on students' attitudes towards English lectures.

Based on the data obtained from the questionnaire, it can be seen that as many as 47% of students stated they wanted to give optimal attention and feedback in English-language courses. In addition, this also shows the low level of student anxiety when providing answers or feedback on questions given in English lectures. Besides that, as many as 50% of students said they were hesitant to give answers voluntarily (without being appointed) in a discussion in an English course. This is a fairly large one; therefore, it requires more attention from the lecturer so that the doubts that students experience in expressing their opinions voluntarily can be suppressed or even eliminated.

There are so many uncertain, disagree, and strongly disagree answers to statements related to interest and interest in English courses. However, this is because some of the statements given in the questionnaire are in the form of negative statements. As many as seven out of ten of the statements in this section of the course are unfavourable. In order to it may be said that the kids actually already have a positive outlook and an enthusiasm in learning English.

The study also demonstrates that learning motivation has a significant impact on learning achievement, as revealed by Hannafin & Land (1997) Learning success is shown by modifications in the outcomes of individual input in the form of motivation and expectations for success (Tileston, 2010). This is also supported by Bambang (2017) who states that Motivation is an emotional factor that must be taken into account in the language learning process. One of the ways to increase student learning outcomes is influenced by learning motivation Cocca et al (2017).



The findings of this research also show that learning motivation is one of the determining factors for successful learning, if you have a good motivation, then learning achievement will also be good.

Conclusion

Motivation has a very important role in all activities carried out by students on campus, especially when they are studying. This motivation is of course a benchmark for how learning becomes interesting and the course becomes according to the wishes desired by the students themselves. However, if this motivation does not exist, students will experience boredom, and a negative influence will occur on their abilities to understand or practice English. From this, it can be said that motivation is an important factor for students, both positively and negatively, in the process of instructing and learning, besides the fact that other factors such as the ability of the lecturer and the modules used also determine the success of learning.

From the data findings and discussions carried out carefully by the researchers and using qualitative descriptions, it can be concluded that there is not much significance between both internal and external motivation are important for learning English from students of the Travel and Tourism Business Department. In addition, the results of this study also prove that external motivation is the main motivating factor in learning English when compared to internal motivation. Of the four motivational factors, it was found that the factors of teacher quality and teaching language, as well as learning support facilities, had a major impact on the high-motivation motivated students of the Darussalam Polytechnic Travel Business Department.

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