

## Sorts of business students' motivation in learning English

**Titien Indrianti<sup>1</sup>, Bambang Suryanto<sup>2</sup>, Eny Widiyowati<sup>3</sup>**

Politeknik Negeri Malang<sup>1,2,3</sup>

<sup>1</sup>Email: [titien.indrianti@polinema.ac.id](mailto:titien.indrianti@polinema.ac.id)

**Abstract** - Motivation has been a crucial part in language learning, including English since it contributes one's success in learning the target language. Meanwhile, sorts of motivation vary. Therefore, the present study is intended to investigate the sorts of motivation in learning English as possessed by the students of Business Administration at State Polytechnic of Malang. The questionnaires were distributed to the students of two different study programs: Office Administration and Marketing Management. The data were then put in the table of distribution. It is confirmed that the students are highly motivated in learning English. Their intrinsic and integrative motivation surpass the other sorts of motivation. It indicates that the students have their internal drive to like and learn English. However, the external factors, like teacher, materials, for study, and career have become additional contributing factors toward their high motivation. Therefore, it is advisable that a careful program of English learning is provided to those highly-motivated students. Besides, a supporting English atmosphere and facilities are also essential. Last but not least, the successful English learning requires a better commitment among the members of the Department.

**Keywords:** intrinsic reward-oriented motivation, extrinsic reward-oriented motivation, instrumental socially-oriented motivation, integrative socially-oriented motivation

## 1. Introduction

Motivation, as it is widely known, contributes an essential part to the life of human beings and in any learning process, including language learning (Klimova, 2011; Rivero-Menéndez, et.al, 2018). Motivation, in the first place, can refer to one's preference to accomplish an activity with a considerable attempt over a period of time (Dörnyei, 2012; Juniar, 2016). Gardner and Lambert (1972) as cited in Rifai (2010) have categorized motivation into two important parts, namely instrumental and integrative motivation. In this sense, instrumental motivation is seen as a need for language learning to fulfill certain practical objectives, such as getting a job, passing an examination, etc. On the other hand, integrative motivation suggests a need for language learning to communicate with people of another culture who speak it and to identify closely with the target language group. It is where the learners need to integrate themselves into the culture of the target language (Harmer, 1997). According to Gardner (1983 as cited in Prasangani, 2015), integrative motivation is connected to the different social and cultural backgrounds of people. Meanwhile, instrumental motivation is associated with more practical benefits and goals (Csizer & Dornyei, 2005, as cited in Prasangani, 2015). According to Dörnyei and Carreira (in Saheb, 2014), the category of motivation can be split into attitudinal and socially-oriented motivation. Attitudinal motivation is related to reward orientation. Here, Dörnyei and Carreira (in Saheb, 2014) refer to integrative motivation as positive attitudes and feelings toward the target language and instrumental motivation as a practical advantage of the target language proficiency. Dörnyei (1974) as a scholar of motivational study, however, was previously familiarized with the terms of intrinsic and extrinsic motivation. The intrinsic domain is connected to one's amusement and fulfillment toward the acquisition of the target language, such as: feeling satisfied with achieving something. In the meantime, extrinsic motivation is related to an external drive, such as passing grades or avoiding punishment. Carreira (in Saheb, 2014), however, put forth that the relationship between the four categories of motivation, namely: intrinsic and extrinsic motivation; and integrative and instrumental motivation is ambiguous.

Motivation can determine one's success or failure in acquiring a second or foreign language (Mahadi and Jafari, 2012). Motivation is the biggest single factor affecting the students' success in class (Harmer, 1997). Oxford (1994, in Menéndez et al, 2018) have concluded that the more the students are motivated the better their learning strategies to achieve good academic results.

A study by Wimolmas (2013) indicated that the students were likely to have instrumental motivation in learning English. Then, a study by Jin (2014) found that college students in China not majoring in English have a strong integrative motivation toward English language learning. Another finding by Rivero-Menéndez, et.al (2018) indicated that students with English as a medium of instruction are more motivated than those students with non-English instruction and that the earlier students score higher and employ better learning strategies. The students with more motivation also tend to choose to study in a foreign language and are willing to make an extra effort. On the contrary, the students with lower motivation tend to dedicate less study time and are more effortless.

The motivation of learning English is more pivotal in the world of business context despite its necessity in other fields, like engineering. All sectors lead to commercial activities or business. Wu (2013) familiarizes the term "Business English as a lingua Franca (BELF)". BELF is trying to facilitate business communications in a wider scope and among people with different backgrounds in the industry. The use of English has been a part of modern business operations (Hiranbura, 2017).

Speaking of the Indonesian context, it is quite thought-provoking, though, that English is highly demanded, more particularly in business. On the other hand, English is not regarded as the primary language of communication in Indonesia (Panggabean, 2016). Its community acquires local languages as its first language before acquiring Bahasa Indonesia as the second language or national language (Juniar, 2016). Consequently, English is not spoken frequently

in everyday situations and the position of English instruction is mere as a foreign language. In turn, it impacts the different needs to acquire English among Indonesian students resulting in the different motivations of students to learn it.

The present study specifically investigates sorts of motivation in learning English within the Indonesian context particularly those owned by the students of Business Administration at a vocational higher education level. Their encounter with English is supposedly high since business has been one of the prominent issues all around the globe. The finding, in turn, is expected to contribute insight into the Business English curriculum and program.

## 2. Method

This study was designed as descriptive quantitative research. It was intended to obtain (1) the level of students' motivation in learning English; (2) the sorts of motivation in learning English among the students taking the Business Administration science at State Polytechnic of Malang, and their attempts to learn English in dealing with their motivation. The population of the present study was Business Administration students at the State Polytechnic of Malang. They were assigned to two different study programs: Diploma III Office Administration and Diploma IV Marketing Management. A total of 100 students from both study programs were taken as the respondents.

The students were given a questionnaire. The statement items were formulated based on Dörnyei's and Carreira's motivational theory (cited in Saheb, 2014). The aspects of motivation comprised intrinsic reward-oriented motivation, extrinsic reward-oriented motivation, instrumental socially-oriented motivation, and integrative socially-oriented motivation.

The students' responses on the level of their motivation in learning English were analyzed in the first place. The responses were tabulated in a table of frequency distribution to see the frequency of responses' occurrence. The table presented whether the students were very highly-, highly-, fairly-, or lowly- motivated to learn English. The patterns of the responses were analyzed and presented in the form of a percentage. The next analysis was related to the kinds of motivation the students have. As with the question about motivation level, the responses on each specific type of motivation were tabulated and made in percentage. The most to the least selected sort of motivation were presented at the end.

## 3. Results and Discussion

Based on the findings, it was known that the students' motivation level varied. It can be seen from the following table.

Table 1 The Students' Level of Motivation

Scale			
Very-highly Motivated %	Highly-Motivated %	Fairly-Motivated %	Less-Motivated %
23	41	26	10

As indicated by the table, the majority of the students (41%) was apt to be "highly-motivated" to learn English. Meanwhile, another 26% students stated they were "fairly-motivated" to learn English. It was also found that 23% students were even "very-highly motivated" in learning English. However, there were still 10% students who signified themselves as "less-motivated" in learning English.

The findings have clearly explained that the majority of students, in fact, like to learn English on their own even though the level of their fondness was various, ranging from very highly motivated to fairly motivated. It signifies that they personally need to acquire the language and it is such a good start.

Then, sorts of motivation are presented in the following tables.

Table 2 The Students' Intrinsic Reward-Oriented/Attitudinal Motivation

No	Intrinsic	Very highly agree %	Highly-agree %	Fairly-agree %	Disagree %
1	I learn English because I like this subject	24	55	19	2
2	I learn English because it is easy	4	51	36	9
3	Although I feel I am not proficient in English, I love to learn English on my own	24	66	9	1
4	I love to read English texts on my own	21	57	22	0
5	I love to listen to English spoken texts (songs, news, films) on my own	39	38	23	0
6	I love to speak English with friends who also love English	7	38	42	13
7	I love to write in English on my own (e.g. write to my friends who love English, write in my diary, etc.)	7	35	49	9
8	I love to communicate in English with foreigners, either in spoken or written form	7	32	49	12
Total		95%		5%	

The students' intrinsic motivation counted for 95%. Most students had motivation to study English because they just liked it. They loved English for the sake of the language itself.

Table 3 The Students' Extrinsic Reward-Oriented Motivation

No	Extrinsic	Very highly agree %	Highly-agree %	Fairly-agree %	Disagree %
1	I learn English because of my teacher's order	8	34	38	20
2	I learn English because my teacher is able to teach well	24	60	14	2
3	I learn English because of my family's encouragement	6	12	23	59
4	I learn English because of its importance for my future (job, career, further study, etc.)	69	26	4	1
5	I learn English because its importance for my present study (e.g. for English classes)	61	32	7	0
Total		84%		16%	

In terms of the extrinsic factor of motivation, it was also found that most students (84%) learned English because of the external factors. The teacher, family, future development, and English class were seen as their supporting factors of their motivations.

Table 4 The Students' Instrumental Socially-Oriented Motivation

No	Intrinsic	Very highly agree %	Highly-agree %	Fairly-agree %	Disagree %
1	I learn English because it is one of subjects taught in my college	37	55	8	0
2	I learn English to cope with my class assignments and the exams.	35	49	15	1
3	I learn English to pass my international English proficiency test (TOEIC, TOEFL, IELTS, etc.) before I graduate from my college	39	53	6	2
4	I learn English to pass my international English proficiency test (TOEIC, TOEFL, IELTS, etc.) required for my better job and career in the future.	44	53	3	0

5	I learn English because it is needed for applying a job	51	43	5	1
6	I learn English because it is needed for a better career.	59	40	1	0
7	I learn English because it is important to pursue my further degree of study	42	53	3	2
8	I learn English because it is needed to be successful in life	36	56	7	1
9	I learn English to be able to travel abroad	38	47	12	3
10	I learn English to be respected by other people	20	57	16	7
Total			99%		1%

From the above table, it is seen that the instrumental factor became the one that boosted the students' high motivation in learning English. Near 100% of students mentioned they learned English due to such factors. It is concerned with practical advantages they could achieve, such as: learning English to cope with their English subject in their class, to pass English proficiency test, to apply job, to continue study, and to succeed life.

Table 5 The Students' Integrative Socially-Oriented Motivation

No	Intrinsic	Very highly agree %	Highly-agree %	Fairly-agree %	Disagree %
1	I learn English because I need to understand and appreciate cultures and values of other countries.	47	45	8	0
2	I learn English to widen my horizon about the world	52	41	7	0
3	I learn English to communicate with foreigners	49	40	11	0
4	I learn English to survive in the world community	39	41	16	4
5	I learn English to keep in touch with people who I may meet around the globe	42	51	6	1
6	I learn English because it is a lingua franca	52	40	7	1
7	I learn English because it will make me able to understand English books, movies, music, art, and literature	49	45	6	0
8	I learn English because it is needed to help foreigners, like: giving direction, explaining something, etc.	43	47	10	0
9	I learn English to be able to travel abroad and mingle with people from different nations.	40	50	9	1
10	I learn English to be able to participate and contribute in academic, professional, and other social circles among people with different nations.	38	48	14	0
Total			92%		8%

The above table explains that the integrative motives of the students to learn English was high counting for 92%. Basically, they learned English due to the intention to mingle with the native speakers, to more absorb the culture and values of the English-speaking people, and to be more engaged in the communication with English speakers either in informal or formal circumstance.

Thus, the present study has confirmed that the students had more intrinsic motivation (95%) rather than extrinsic motivation (84%) even though both motivations have been highly equipped by them. In the meantime, it is also known that the students were apt to have instrumental motivation (99%) rather than integrative motivation (92%). The total of 6% students from all sorts of motivation had low motivation in learning English.

This study likely corresponds with Jin's finding (2014) regarding the Chinese students' motivation in learning English. Both studies confirm that integrative motivation of students to learn English is quite high. Those students are more aware of the need of English for the sake of acquiring the language itself.

The present study also indicates that the instrumental motivation is completely high. It is in support of the Wimolmas' study (2013) with the subject of Thai students. The underlying reason for equipping such a motive is probably due to their intention to acquire English for their future and to take part in the global communication.

#### **4. Conclusion**

It can be a case that many Indonesian students have high even very high motivation in learning English, as indicated in the present study. Essentially, they love English on their own. However, their fondness for English is more nurtured by their surroundings, like the English curriculum, teacher, their expectation for their future, and their open-mindedness toward English as an international means of communication.

Regarding to relatively highly-motivated students learning English, it requires a tactful foreign language program. More engaging and compelling syllabi, materials, and teaching techniques are indispensable. It is also advisable to nurture the English communication atmosphere by providing room to practice more for the students. Facilities, like SAC (Self Access Centre) and language studios, can be of beneficial support. Last but not least, the commitment among the college members cannot be neglected. Principally, the good motivation of the students' needs to be continuously maintained.

#### **References**

- Dornyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78(Black well Publishing), 273-284. Retrieved August 5, 2022, from <http://www.jstro.org/stable/330107>
- Harmer, J. (1997). *The Practice of English Language Teaching*. New York: Longman Publishing.
- Hiranbura, K. (2017). Use of English in Thai Workplace. *Kasetsart Journal of Social Science*, 38, 31-38. Retrieved September 12, 2020, from <http://www.elsevier.com/locate/kjss>
- Jin, M. (2014). A Case Study of Non-English Major College Students' Motivation in English Language Learning. *Open Journal of Modern Linguistics*, 4(2), 252-259. Retrieved January 20, 2021, from <https://www.scirp.org/>
- Juniar, R. (2016). The Role of Motivation in Learning English for Indonesian Students. *International Journal of Management and Applied Science*, 2(8), 65-68.
- Klimova, B. F. (2011). Motivation for learning English at a university level. *Procedia: Social and Behavioral Sciences*, 15(2011), 2599–2603. Retrieved from [www.sciencedirect.com](http://www.sciencedirect.com)
- Mahadi, T. S., & Jafari, S. (2012). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*, 3(4), 230-235.
- Panggabean, H. (2016). Research Gate. Retrieved from Research Gate Web site: <https://www.researchgate.net/publication/>
- Prasangani, K. (2015). Global English: A Study of Factors Affecting English Language Learning Motivation in Sri Lankan Undergraduates. *Procedia: Social and Behavioral Sciences*, 172(2015), 794-800. Retrieved January 18, 2021, from [www.sciencedirect.com](http://www.sciencedirect.com)
- Rifai, N. A. (2010). Attitude, Motivation, and Difficulties Involved in Learning the English Language and Factors that affect Motivation in Learning It. *Procedia: Social and Behavioral Sciences*, 2(2010), 5216-5227. doi:10.1016/j.sbspro.2010.03.849
- Rivero-Menéndez, M. J., Urquía-Grande, E., López-Sánchez, P., & Camacho-Miñano, M. M. (2018). Motivation and learning strategies in accounting: Are there differences in English as a medium of instruction (EMI) versus non-EMI. *SPANISH ACCOUNTING REVIEW*, 21(2), 128-139. Retrieved from [www.elsevier.es/rcsar](http://www.elsevier.es/rcsar)

- Saheb, V. (2014). *Motivation in English as a Foreign Language Learning*. Stockholm: University of Halmstad. Retrieved September 21, 2019, from <https://www.diva-portal.org/smash/get/diva2:782288/FULLTEXT01.pdf>.
- Sauramanda, A., Wajdi, M., Supardi, I. (2021). Developing HoPALM as teaching materials for secondary school students. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, Vo. 3/1, p.48-60. <https://jurnal.untan.ac.id/index.php/JELTIM/article/view/41696>
- Wimolmas, R. (n.d.). A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT). Retrieved March 8, 2021, from [www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf](http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf)
- Wu, Y. (2013). Business English as a Lingua Franca (BELF). *International Education Studies*, 6(10), 130-136. Retrieved March 10, 2020, from <http://dx.doi.org/10.5539/ies.von10p130>