

## **THE ENGLISH LEARNING MOTIVATION OF NURSING SCIENCE STUDENTS OF STIK BINA HUSADA PALEMBANG**

**By:**

**Agus Wahyudi**

*Nursing Science Study Program at STIK Bina Husada Palembang, South Sumatera*  
wahyudiagus.aw@gmail.com

**Abstract:** Foreign language learning is closely related to human psychology, where learners or students are the centers of the learning process, their psychology is a key element in teaching and learning because affective factors such as motivation, it is the basis of linguistic factors such as learning or acquiring four language skills. The population of this study is the nursing science students of STIK Bina Husada in the 2017/2018 academic year; the sample of this study is the fourth-semester students who took English III subject, where there were 45 students consist of 15 males and 30 females. The purpose of this research was to find out the students' English learning motivation of Nursing Science Students of STIK Bina Husada Palembang. The English learning motivation is categorized into a high, medium, and low the researcher used a motivation questionnaire to measure students' motivation which consists of 40 structured questions (items) adapted from Ethel Ogane and Masako Sakamoto (1997). The result of this study showed that 21 (47%) students were in high motivation, 19 (42%) were in medium motivation, and 5 (11%) were in low motivation. Gardner (2006) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that 'if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows the desire to achieve the goal, enjoys the activities, etc'.

**Keywords:** English, learning, motivation

### **INTRODUCTION**

Foreign language learning is closely related to human psychology, where learners or students are the centers of the learning process, their psychology is a key element in teaching and learning because affective factors such as motivation, it is the basis of linguistic factors such

as learning or acquiring four language skills. Several studies reveal the tremendous impact of affective factors on teaching and learning and show the important linkages of language learning and affective variables.

Further, there have been a number of studies of motivation,

particularly in an academic environment, in recent years. Motivation has also been studied in work environments. Many researchers also consider motivation to be an important aspect of both learning and teaching within the psychological disciplines. Applying the main theories of motivation in learning and teaching reinforces this, allowing motivation to be considered from both the learners' and the teachers' perspectives.

Over a period of three years from 2007 to 2009, one of the education Companies called Education First (EF) ranked the English proficiency among a broad population in 44 countries and territories. The results showed that Asia's performance was lower than expected, in light of the amount spent on private English training and

Indonesia was in the 34th rank or in the very low proficiency level out of 44 countries and territories in the survey (IIEF, 2011)

Moreover, PPNI (Persatuan Perawat Nasional Indonesia) reported that there are 100.000 unemployed nurses in Indonesia, due to the low growth of the hospital and the inability to speak a foreign language. Ironically WHO reported that the world still needs 2 million nurses.

Motivation is the process that makes a person choose a particular action over inaction or some other action. In a learning or teaching situation, an individual who is motivated will try to complete a task and work hard to achieve success. A person who is not motivated will not try, will not work hard, or will bring in some other behavior that sabotages the outcome of the situation.

Motivation is one of the reasons behind one's action or behavior. It is a powerful effective variable in second language acquisition, and it has a great influence on foreign language learning. Gardner (2006) posits that students with higher levels of motivation will do better than students with lower levels. He further adds that 'if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows a desire to achieve a goal, enjoys the activities, etc'.

Brown (2007) states that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation. The decreased motivation will lead to low proficiency in language learning.

Furthermore, Gardner (2006) categorize motivation into two types; they are integrative motivation and instrumental motivation.

#### 1) Integrative Motivation

Motivation is defined as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. This form of motivation is known as integrative motivation. Integrative motivation is characterized by the learner's positive attitudes towards the target language group and the desire to integrate into the target language community. When someone becomes a resident in a new

community that uses the target language in its social interactions, integrative motivation is a key component in assisting the learner to develop some level of proficiency in the language.

## 2) Instrumental Motivation

In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. It is a functional reason for learning the target language, such as job promotion, or a language requirement. This is generally characterized by the desire to obtain something practical or concrete from the study of a second language

(Hudson, 2000). With instrumental motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. Instrumental motivation is often characteristic of second language acquisition, where little or no social integration of the learner into a community using the target language takes place, or in some instances is even desired.

**Table 1**  
**Motivation in learning L2**

	Intrinsic	Extrinsic
Integrative	L2 learner wishes to integrate with the L2 culture (e.g. for immigration)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g. Japanese parents send the kid to Japanese language school)
Instrumental	L2 learner wishes to achieve goals utilizing (e.g. for a career)	External power wants L2 learner to learn L2 (e.g. corporation send Japanese businessman to the US for language training)

*Source: Brown (2007)*

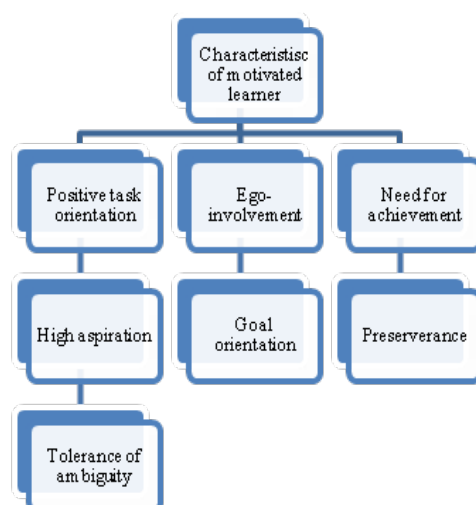
For both integrative and instrumental motivations, they are divided into intrinsic and extrinsic ones. Intrinsic motivation comes from inside oneself but extrinsic comes from the power outside himself/herself. For example, if somebody wishes to learn a foreign language for the sake of marrying the person who uses the language, it is considered as an intrinsic integrative motivation since it comes from the L2 learner himself/herself to integrate with the L2 culture. In intrinsic instrumental motivation, somebody learns L2 wants to achieve a certain goal, e.g. for a career. When someone else wants L2 learners to learn a

foreign language for an integrative reason, e.g. Japanese parents send their children to Japanese school in order to know the language and the culture of their ancestors. On the other hand, when the external power asks L2 learner to learn a foreign language for a certain purpose, then it is called extrinsic instrumental motivation. For example, a Japanese

businessman is sent to America for language training by the company. (Brown, 2007)

## Characteristics of Motivated Learners

The characteristics of motivated learners are given in the following tree diagram.



Narayan (2008, p.486) characterizes a motivated learner as (1) Positive task Orientation: The learner is willing to tackle tasks and challenges and has confidence in his

or her success. (2) Ego- involvement: The learner finds it important to succeed in learning in order to maintain and promote his or her own self-image. (3) Need for achievement:

The learner has a need to achieve, to overcome difficulties and succeed in what he or she set out to do. (4) High aspiration: The learner is ambitious, goes for demanding challenges, high proficiency, top grades. (5) Goal orientation: The learner is well aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them. (6) Perseverance: The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress. (7) Tolerance of ambiguity: The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

## **METHODOLOGY**

The researcher used a descriptive study in conducting the present research. In this research, he would like to find out the English Learning Motivation of Nursing Science Students of STIK Bina Husada Palembang.

In order to collect the data of students' English learning motivation in 2017/2018 academic year, the researcher used a motivation questionnaire to measure students' motivation which consists of 40 structured questions (items) adapted from Ethel Ogane and Masako Sakamoto (1997).

This research located in Graha Room STIK Bina Husada Palembang, Kapt Syech Abdul Somad street No. 28, 22 Ilir Palembang. The population of this study was Nursing Science Program students, STIK Bina Husada

Palembang, the fourth semester in 2017/2018 academic year. The sample was taken by using convenient sampling technique. A total of 45 students participated fully in the study. The purpose of this research was to find out the students' English learning motivation of Nursing Science Students of STIK Bina Husada Palembang

To answer this questionnaire, students were asked to fill their opinion by using a Likert scale. Likert scale is the scale used to measure perceptions, attitudes or opinions of a person or group about a social event or phenomenon, based on the operational definition set by the researcher. In Likert-scale usage,

there are two types of questions: positive question form for measuring positive scale, and negative question form to measure negative scale. Positive questions were scored 5, 4, 3, 2, and 1; while the form of negative questions is scored 1, 2, 3, 4, and 5. The form of Likert scale answers includes: strongly agree, agree, hesitate / neutral, disagree, and disagree.

## **RESULT AND DISCUSSION**

This research was conducted on Friday, August 21<sup>st</sup>, 2018. There were only 45 students completed the questionnaire and met the criteria. The result of this questionnaire is drawn in the following table



**Table 2**  
**English Learning Motivation**

Category	Sum	Percentage
High	21	47%
Medium	19	42%
Low	5	11%

In this study, students' English learning motivation was grouped into three categories; high, medium and low. Based on the analysis of motivation questionnaire, it was found that 21 (47%) students

were in high motivation, 19 (42%) were in medium motivation, and 5 (11%) were in low motivation. Figure 1 describes students' English learning motivation.

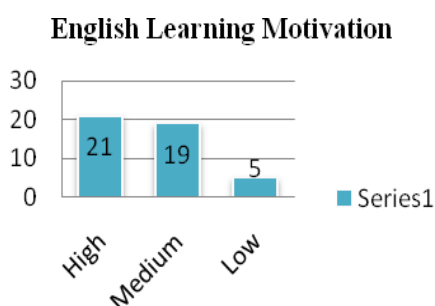


Figure 1 describes students' English learning motivation.

## CONCLUSION

Learning a new language is linked to the way in which the learner views the target language community and culture. According to Ellis

(1994), the learner's attitude towards the target language informs the determination with which the learner can tackle challenges in the target language. Normally, learners manifest

different attitudes towards the target language, target language speakers, the target language culture, and the social value of learning the second language, particular uses of the target language, and themselves as members of their own culture.

Low motivation is a situation when the students have no willingness to develop to achieve something. The impact of low motivation will be caused the students of speaking class reluctant, shy, and less confidence. Especially when the teacher asked them to speak up in front of their classmate, there is a worry to say something bad and losing their face in front of their classmate

## REFERENCES

Brown, H. (2007). *Principles of language learning and teaching* (5<sup>th</sup> Ed.). Englewood Cliffs, N.J.: Prentice Hall.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Gardner, R. C. (2006). *Motivation and second language acquisition: The socio-educational model*. New York, NY: Peter Lang Publishing.

Hudson, G. (2000). *Essential introductory linguistics*. Maiden, MA: Blackwell Publishers Mass.

Ogane, E. & Masako, S. (1997). *Relationships among EFL motivation and proficiency factors*. Retrieved August 2<sup>nd</sup>, 2018 from [http://www.tuj.ac.jp/newsite/main/tesol/publications/working\\_papers/vol\\_14/oganeetal.html](http://www.tuj.ac.jp/newsite/main/tesol/publications/working_papers/vol_14/oganeetal.html).

Narayanan, R.A. (2008). Some factors affecting English learning at tertiary level. *Iranian Journal of Language Studies* (IJLS), 2(4), 485-512. Retrieved August 2<sup>nd</sup>, 2018 from <http://www.ijls.net/volumes/volume2issue4/narayan1.pdf>

The Indonesian International Education Foundation (IIEF). (2004). *TOEFL*. Retrieved August 15<sup>th</sup>, 2018 from [http://www.iief.or.id/index.php?option=com\\_frontpage&Itemid=1](http://www.iief.or.id/index.php?option=com_frontpage&Itemid=1)