

## FACTORS INFLUENCING THE MOTIVATION OF THE STUDENTS FROM THAILAND IN CHOOSING ENGLISH DEPARTMENT IN UNIVERSITY OF MUHAMMADIYAH MALANG

Faradila Kumalasari<sup>1</sup>  
Soeparto<sup>2</sup>

**Abstract:** Motivation is the force that energizes and directs a person to do something or to determine a choice. In choosing study program, motivation is very important and needed by the students, because it will influence the result of the study. Different motivation that students have will give different result in studying. This study was intended to describe the factors that motivate the students from Thailand, and to investigate the most dominant factor that motivates the students from Thailand in choosing English Department in University of Muhammadiyah Malang.

This study used quantitative research design. The subjects of the study were sixteen students from Thailand in English Department in University of Muhammadiyah Malang. To collect the data, the researcher used Likert Scale Questionnaire.

The result of this research found that there were thirteen factors which representing extrinsic and intrinsic motivation. Seven factors were categorized as intrinsic motivation, they were: self-esteem, self-actualization, self-determination, self-efficacy, attribution, engaged participation in learning communities and maintaining identity through participation in activities of group. Six factors were categorized as extrinsic motivation they were: reinforcement, rewards, punishment, incentives, social relationship and classroom climate. Based on the result of the study, it was found that the mean score obtained by the students in intrinsic factors is 74.40 while the mean score of extrinsic factors is 68.68. Thus, it can be concluded that the students' intrinsic motivation was higher or more dominant than their extrinsic motivation.

**Key words:** *Motivation, Intrinsic Factors, Extrinsic Factors.*

---

<sup>1</sup> Faradila Kumalasari is an alumna of the English Department, Faculty of Teacher Training and Education, The University of Muhammadiyah Malang.

<sup>2</sup> Drs. Soeparto, M.Pd is a lecturer at the English Department, Faculty of Teacher Training and Education, The University of Muhammadiyah Malang.

## **Introduction**

English is an official language of more than fifty countries in the world and it also becomes an international language. Many students are studying English because of several reasons. First, English will help them to get a good career. In addition, nowadays almost all companies need employees with good ability in using English. The second reason is the students will be able to communicate with more people if they are able to speak English proficiently. English is often known as the most common "bridge" language in the world. It is also a common language in tourism worldwide.

In this study, the researcher analyzes the motivation of students from Thailand in choosing to study English. According to Brown (2007: 168), motivation is yet another affective variable to consider, but one that is so central with research foundations that are so pervasive that it deserves a separate category. In addition, according to Santrocks (2011: 438) motivation is the process that energizes, direct, and sustain behavior. It is the reason why people behave, think, and feel the way they do. In learning, motivation is necessary for the students because if they do not have it, they would not do anything. Also, motivation is the most important factor in learning. The learner who has high motivation in learning language might have high proficiency in their ability to master the language. Based on those reasons, the

researcher is interested in conducting a study about motivation.

Indonesia and Thailand are non-English speaking countries, but many students from Thailand are interested in taking English Department at University of Muhammadiyah Malang Indonesia. This study tries to investigate what factors influencing the Thai students in studying English in University of Muhammadiyah Malang.

## **Definition of Motivation**

Motivation is important in language learning because it can serve both as an objective and as a means for further achievement in all educational objective. Santrocks (2011: 438) defines that motivation is the process that energize, direct, and sustain behavior. The study of motivation focuses on how and why people initiate the action toward specific goals, how intensively they are involved in the activity, how persisted they are in their attempt to reach the goals and what they are thinking and feeling along.

## **Perspective of Motivation**

According to Santrock (2011:438) there are four perspectives of motivation, those are behavioral, humanistic, cognitive, and social.

## **The Behavioral Perspective**

Behavioral perspective explains motivation with concept as "rewards" and

“incentive”. A reward is an attractive object or event supplied as a consequence. An incentive is an object or event that encourages or discourages behavior.

### **The Cognitive Perspective**

Cognitive perspective of motivation also developed as a reaction to the behavioral views. Cognitive perspective believe that behavior is determined by our thinking, simply by whether we have reward or punished for the behavior in the past.

### **The Humanistic Perspective**

The humanistic perspective emphasizes on such as intrinsic sources of motivation as a person's need for “self-actualization”, the inborn “actualizing tendency” or the need for self-determination.

### **The Social Learning Perspective**

Social learning perspective of motivation are integrations of behavioral and cognitive approaches. They take account both the behaviorist' concern with the effects or outcomes of behavior and cognitivists' in the impact of individual beliefs and expectation.

### **Kinds of Motivation**

Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. Those who learn for their own self-perceived needs and goals are intrinsically motivated, and those who

pursue a goal only to receive an external reward from someone else are extrinsically motivated.

### **Intrinsic Motivation**

Intrinsic motivation involves the internal motivation to do something for its own sake (an end in itself). For example, a student may study hard for a test because she/he enjoys the content of the course.

Ryan and Deci in Santrock (2011:441) current evidence strongly favors establishing a classroom climate in which students are intrinsically motivated to learn. For example, a study of third grade through eighth grade students found that intrinsic motivation was positively linked with grades and standardized test scores whereas extrinsic motivation was negatively related to achievement outcomes Santrock (2011:441).

### **Extrinsic Motivation**

Brown (2000: 172) stated that extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

### **Learning Foreign Language**

Learning is something that cannot be separated from the human beings especially students. They go to university every day, and the point of going to university is that they must learn the lesson at university. Language is the most powerful, most readily, available tool we have for representing the world to ourselves to the world. It is not only a means of communication, it is a primary instrument of thought, a defining feature of culture.

### **Research Method**

Quantitative research was applied in order to calculate the mean score of Thai students' motivation in choosing English Department of University of Muhammadiyah Malang and to calculate the dominant motivation that influenced them. The research subjects in this research were sixteen students from Thailand in English Department in University of Muhammadiyah Malang.

In this research the researcher used questionnaire with combination of open- and closed-questionnaire form, because although answers are provided, the researcher also gave a chance for the students to express their opinion. To avoid misunderstanding, the questionnaires were written in Indonesia language. The questionnaires become the agreement between the researcher and research subjects. In short, they chose questionnaire in *Bahasa* Indonesia. In this research, the

researcher used Likert Scale (a summated rating scale) as recommended by Ary (2010). Every item had options, namely: a) strongly agree, b) agree, c) undecided, d) disagree, and e) strongly disagree.

Some questions in the closed-questionnaire is about factors that motivate the respondents. The factors may be either extrinsic or intrinsic motivation. The respondents were directed to select the response category that best represents their reaction to each statement. Some questions in open questionnaire is asking about the dominant factors and its reason.

### **Findings**

Based on the data, the researcher found that there were thirteen factors that motivate the students in choosing English Department. Seven factors were for intrinsic motivation they are: self-esteem, self actualization, self determination, self efficacy, attribution, engaged participation in learning communitiess, and maintaining identity through participation in activities of group. Six factors represented extrinsic motivation such as reinforcement, rewards, punishment, incentives, social relationship, and classroom climate.

From the result of the quistionnaire, it was found that the students had two types of motivation, intrinsic and extrinsic motivation. The students' intrinsic motivations (self-esteem, self actualization, self determination, self efficacy, attribution, engaged participation in learning

communities, and maintaining identity through participation in activities of group) were higher or more dominant than their extrinsic motivations (reinforcement, rewards, punishment, incentives, social relationship, and classroom climate).

### **Conclusion**

Based on the findings, it can be concluded that there are two factors which motivated the students from Thailand in choosing English Department in University of Muhammadiyah Malang: intrinsic and extrinsic motivation. Intrinsic motivation factors covered self-esteem, self-actualization, self-determination, self-efficacy, attribution, engaged participation in learning communities, and maintaining identity through participation in activities of group. Extrinsic motivation factors covered reinforcement, reward, punishment, incentives, social relationship and classroom climate.

The most dominant factor that influences the motivation of the students from Thailand in choosing English Department in University of Muhammadiyah Malang is the intrinsic factor. It can be proved that the mean score of the intrinsic factor is higher (74.40) than the extrinsic factor (68.68).

### **References**

Ary, Donald. 2010. *Introduction to Research in Education. 8th edition.* USA: Wadsworth

Brown, H Douglas. 2000. *The principles of language learning and teaching. 4th edition.* New York: Addison Wesley Longman

Santrock, John W. 2011. *Educational Psychology.* New York: McGraw-Hill.

Brown, H. Douglas. 2000. *The principles of language learning and teaching*. 4th edition. New York: Addison Wesley Longman.

Sapirto, John W. 2001. *Educational Psychology*. New York: McGraw-Hill.

team interview to get the data for each of the subjects. The data were analyzed to show the difference between the two groups. The results of the research are discussed in the end of the paper.

#### Research Method

Quantitative research was applied in order to calculate the mean score of Thai students' motivation in choosing English Department of University of Muhammadiyah Malang and to calculate the difference between the two groups. The research subjects in this research were sixteen students in English Department of University of Muhammadiyah Malang.

In this research, the researcher used purposive sampling to choose the subjects. The subjects were chosen based on the criteria of being in the English Department of University of Muhammadiyah Malang. The researcher used a purposive sampling to choose the subjects. The subjects were chosen based on the criteria of being in the English Department of University of Muhammadiyah Malang. The researcher used a purposive sampling to choose the subjects. The subjects were chosen based on the criteria of being in the English Department of University of Muhammadiyah Malang.

community and maintaining identity through participation in activities of group (a) were higher or more dominant than their (b) extrinsic motivations (rewards, punishment, incentives, social relationships, and externalization).

The results of the research are discussed in the end of the paper. The results of the research are discussed in the end of the paper. The results of the research are discussed in the end of the paper. The results of the research are discussed in the end of the paper.

#### References

- ATY Donald 2010. *Introduction to Psychology*. 4th edition. USA: Wadsworth Learning.
- Brown, H. Douglas. 2000. *The principles of language learning and teaching*. 4th edition. New York: Addison Wesley Longman.
- Sapirto, John W. 2001. *Educational Psychology*. New York: McGraw-Hill.