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Motivation-Related Goals In Learning English

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ABSTRACT

This study tries to explore differences in motivation goals in learning English as a foreign language by employing qualitative research. The data were obtained through interviews, observation, and documentation. The results of the interviews showed that English learners deal with different motivations for learning English, both internal and external motivations. However, there is a significant correlation between motivation and learning achievement but the correlation is in the low category. On the basis of this motivation, a strong enthusiasm emerged in mastering English in achieving its target goals. Inseparably from the role of English as the world's language of instruction, English is needed in various aspects of life such as getting a job, scholarships, career advancement, and English behavior.

Keywords: *Motivation; Learning Goals; English.*

ABSTRAK

Penelitian ini mencoba mengeksplorasi perbedaan tujuan motivasi dalam belajar bahasa Inggris sebagai bahasa asing dengan menggunakan penelitian kualitatif. Data diperoleh melalui wawancara, observasi, dan dokumentasi. Hasil wawancara menunjukkan bahwa pembelajar bahasa Inggris memiliki motivasi yang berbeda dalam belajar bahasa Inggris, baik motivasi internal maupun eksternal. Namun, terdapat korelasi yang signifikan antara motivasi dan prestasi belajar namun korelasinya dalam kategori rendah. Atas dasar motivasi tersebut, muncul semangat yang kuat dalam menguasai bahasa Inggris dalam mencapai target tujuannya. Tidak terlepas dari peran bahasa Inggris sebagai bahasa pengantar dunia, bahasa Inggris sangat dibutuhkan dalam berbagai aspek kehidupan seperti mendapatkan pekerjaan, beasiswa, peningkatan karir, dan perilaku berbahasa Inggris.

Kata Kunci: *Motivasi, Tujuan Belajar, Bahasa Inggris.*

A. INTRODUCTION

To communicate well, everyone needs language as a means of interacting every day. (Rabiah, 2020) states that language is an application of communication to convey information and arguments to others as social human beings. In line with it (Sirbu, 2019) says that a society produces language as an essential tool to communicate. Everyone needs language to interact with others. So, there are various types of languages that exist throughout the world, and the official language that is recognized by the world is English.

English is an international language so everyone at least has the ability to communicate using English well. According to (Kurniawan, 2023b) In this globalization competition, English is needed to be mastered as a global language. With English individuals can produce information around the world effectively. (Riemer, 2002) states "English is the prime means of communication and can often serve as the global language between two people from two different cultures where English is not the native tongue". Based on this opinion, it shows that when someone wants to communicate with foreigners, they need English as a communication tool. Therefore every country is required to learn it so that they are able to carry and compete globally. The magnitude of the impact on mastery of the English language makes people motivated to learn it.

However, there are many people who are self-motivated to learn English but cannot master English due to several hindering factors such as unsupportive facilities and environment. Residence area is an element that influences difficulties in learning English (Selvi, 2011). The environment is an important focus because a person will grow according to his/her environment. In addition, the common problem also comes from the lack of facilities. (Oluwole, 2008) shows that less facilities give huge impact during the learning of English, such as: poor teaching methods, lack of text books, language background, lack of professional grout and development of teachers. Unfortunately, not all individuals have a good environment and adequate facilities to motivate them to master English. Based on the problems above, it appears that someone has obstacles that prevent him/her from learning English. However, the researchers will not focus on matters related to the causes of the lack of motivation, but on differences in motivation to learn English as a foreign language. So, the researchers raised this issue to find out the differences in motivation to learn English.

Based on the background stated above, the main problems of this research are: 1) What problems are English learners dealing with related to their learning motivation? 2) What goals would English learner like to achieve which motivate them the most at learning English? Regarding the problems of stated above, the main purposes of this research are: 1) To find out the main problems that English learners deal with to their learning motivation. 2) To find out goals which English learners would like to achieve that motivate them the most at learning English.

B. LITERATURE REVIEW

As a foreign language, English requires every country to learn it to increase the existence of its citizens so that they are able to collaborate and compete globally. (Rao, 2019) states that English which functions as a common and global language is not only used on the internet and



business but also in higher education and tourism sectors. English is a universal tool of communication which certainly must be conveyed as means of interplay (Kurniawan, 2023) English is not only an introduction to the language used for interaction but also an improvement to the quality of the people at the country itself. The breadth of the scope of the English language makes people have different motivational strengths.

Motivation is an intangible value that gives encouragement and great influence in moving a person to obtain the desired results and goals. (Sharifian, 2013) says that motivation is apparently claimed as a main component in learning English. Motivation is useful for creating passion in doing something so that work productivity increases and the results obtained are also more satisfying. Pujals (1986) in (Raharjo et al., 2020) states “motivation is a chance of energy in a person which is marked by the emergence of feelings and reactions to achieve goals”. Therefore motivation is one of the important keys in determining the target of achieving understanding in English. So, the greater a person’s motivation, the greater the movement made to improve individual’s quality.

There are two kinds of motivation that can stimulate individuals’ enthusiasm which are internal motivation and external motivation (Gardener and Lumbert, 1972) in (Dabbagh & Khajehpour, 2011). Internal motivation is motivation that arises based on needs from within. Otherwise, External motivation is motivation that comes from the influence of outsiders. There are several examples of motivation that empowers people to learn English, such as:

1. To acquire a great job

Job is any form of venture that can produce something to fulfill life needs. Someone who works will get a salary as wage from the company or employer, and the number depends on the type of profession carried out. Having a good ability is a central construct in the field work (Viswesvaran & Ones, 2000). Personal quality is very essential as the role for the individual to achieve success. According to (Aziri, 2011) Capability to labor is an operative orientation towards one’s work part. The better a person’s job, the more acceptable his life will be, so that is the reason many people are looking for an adequate job.

In achieving a well-of life, everyone must have skills or expertise in real life. It’s not a secret that fluency in English is a requirement used by a company in recruiting its employees, especially international companies. In fact, not a few local companies have regulated English as a requirement for work. It is evident that a quality company is a company that is competitive and of course English is a factor to achieve its goals. In addition, English is a skill that is open for many jobs. English is used according to the context of the work required (Poonam & Dhayal, 2014).



Someone who has the ability to master English has many choices in choosing a job.

2. Someone`s enthusiasm to get a scholarship

Realizing the impact of education, everyone is competing to achieve a higher education. However, the cost of education is an obstacle that hinders the opportunity to get their desire. It is uncommon for students to hunt for scholarships to continue their studies. (Shrestha et al., 2015) states “There are numerous foreign universities which publish their scholarship schemes with clearly stated requirements to be met by the interest candidate”. With scholarships, students can take part in learning activities at a lower cost or even for free.

In fact, to get scholarships, campuses have special qualifications that require each awardee to have an international language test especially for foreign scholarships. (Costa et al., 2005) says that English is the first sought to master a new field to get scholarships, it is the most productive approach to the world scholarship. Students who will be accepted must have proper potential for that because awardees don`t only come from one country. For this reason, tests are needed as proof that they have proper abilities, especially in communicating during college. Tests carried out such as the TOEFL test, IELTS, and so on. Therefore, not a few people are motivated to study English to support the achievement of their dreams because it would be a glorious achievement for someone.

3. English behavior

Since English is an international language, English speaking country certainly makes them feel that there are demands that require someone to learn it. Judging from the times, the rapid pace of technology and globalization. (Sharifian, 2013) states the main causes of globalization are believed to be the international market, information, communication, and technology. Globalization continues to grow rapidly due to advances according in several areas, making contact with the external essential (Sifakis & Sougari, 2003). If someone wants to make progress, he/she has to understand the importance of English. If not, then people who ignore the importance of English will be left far behind. With English a person is able to understand new technology more easily because on average.

On the other hand, it will be very different from someone who has English skills with someone who is not because someone who has more skills in communicating will get a more brilliant career. They also have more varied career choices because English can enter many fields of work. Not only one option but many options to choose from and of course it will benefit people who can speak English. Not a few people use work as an excuse to learn English.



Relevant Study

Basically, there are already several researchers discussing motivation to learn English as a foreign language which is influenced by (Raharjo et al., 2020) with the title learning motivation and students' achievement in learning English: a case study at a secondary school student in the covid-19 pandemic situation. The research results show that there is a significant correlation between motivation and learning achievement but the correlation is in the low category. (Al-Kaab, 2021), with their research student motivation to learn English as a foreign language. The result of the study underscores the importance of learner characteristics and effective orientation toward the program of study in the development of motivation to acquire another language.

Other previous research from (Klimova, 2011) with the title motivation of learning english at university level. It shows that students have enthusiasm for teaching and students' learning inevitably leads to a classroom atmosphere in which motivation arises easily., but the paper does not show the result specifically. The previous researchers only discuss what motivations make a person learn English but does not explain differences in learning motivation. Previous research also only used one sample to gather the data so the results of the study were still doubtful, while present researchers used several samples from students, teachers, courses, lecturers, and foreign students so that present research was more varied. The previous article's gap motivated the researcher to complete the less information than the previous article broadly by discussing differences in motivation goals in learning English as a foreign language.

C. RESEARCH METHODS

In this study, the researcher tries to explore differences in motivation goals in learning English as a foreign language by employing qualitative research. The population of the study comprise 5 people from different classifications such as student, lecturer, student abroad, course, and worker abroad. The researchers take them into account since they are assumed to have high motivation in learning English so that the results are expected to fulfill the purpose of this study. They were taken through a random purposive technique which was based on their goals and position.

The data were obtained through interviews, observation and documentation. Interview is used to get data and, the researchers provide five questions to the participants to find differences in motivation goals in learning English as a foreign language. The researchers then asked the participants face to face and to gather the data. Meanwhile, documentation is used to analyze the lack of information from previous research then turn it into a reference to complete the information



from this research. Additionally, observation is used during all the process of this study. In this study, most of the discussion will focus on the differences in goals and motivations of students in learning English. As a hypothesis, the major motivation fall into several choices the so-called to acquire a great job, to get a scholarship, and to travel overseas.

D. RESULTS AND DISCUSSION

1. Results

This study used five research samples from different categories, such as lecturers, students, courses, workers, people who received scholarships, and people who were working by giving interview questions according to the field of each sample in order to get answers that were relevant to the research objectives. The results of the interviews showed that they had different motivations in learning English, both internal and external motivations. This was because they had different responsibilities and goals. It was evidenced by the answers submitted by the participants.

The results of this study were divided into five different perspectives on motivation. To acknowledge in response to the lecturer's perspective, the researcher conducted the in- depth interview with Dr. Sri Wahyuni as a lecturer of Hamzanwadi University. She said that English is needed in every section and aspect of life because English is an international language. When an individual has the abilities and skills of English, English will give the plentiful advantage, especially in the academic field. Her motivation to learn English was to start from the family because they communicated using English. Then, the second motivation came when she was in college, where at that time she wanted to become an English lecturer. It has been proven that those goals can be achieved such as when she got Germany project, she could make money, she could follow a project in Newzealand, being the principal of senior high school and also as a lecturer at a university.

On the other hand, the perspective of a student which was represented by Lilis Sri Wahyuni, a student of English Study Program in Hamzanwadi University, said that English is needed in the context of education, business, government and so on. She had opinions that are more inclined towards things that support her in undergoing lectures and academic achievements after finishing college. Her motivation to study English was because she wanted to become an international translator and she also aspired to get a foreign scholarship. However, the feedback from a awardee of scholarships stated that English is needed in various aspects, especially in the world of education because English is a global



language. Mostly of awardee said that since they were young they dreamed of traveling the world and one of the ways they could do this as a student is to get a scholarship. Apart from that, they can feel the feeling of studying abroad as well as to add new experiences and atmosphere. And one of the languages they have to master is English. Apart from being able to communicate with people there, it is also a mandatory requirement to qualify for a scholarship.

Meanwhile, the response from the worker by Majri, an English instructor in Work Training Center in East Lombok, stated that English is the root language, and it is the unifying language. So, mastering English is very much needed in every aspect especially to facilitate communication and to avoid misunderstandings when we are communicating with people from different countries. His motivation to learn English is to get a job because people who master English will find better job easily than people who do not master English. Especially nowadays, if we want to apply for a job, one of the requirements is to have good English skills.

Meanwhile, the English course-taking person, Faeril Ahmadi, said that in this globalization era, English is the tool that we can use to adapt as society. That is because the world has started to be free and open where so many visitors come from outside countries to have traveling. In term of environment, many tourism sectors available that can be used to earn money. The role of English is really useful to use to communicate with foreign people. In this case, Faeril uses that opportunity to be guider so he can socialize and keep in touch with foreigner.

2. Discussion

a. Motivation as a measuring tool for enthusiasm in achieving goals

Motivation shows an impulse that arises from someone that causes a person to act to do something and it is the driving force of an effort that affects behavior so that an individual moves his heart to achieve a result or a specific purpose (Raharjo et al., 2020). From the results of the research produced during the interviews, motivation is a motive that greatly influences the participants' enthusiasm for learning. All participants stated that they acted based on strong motivation. On the basis of this motivation, a strong enthusiasm emerged in mastering English in achieving its target goals.

As the unifying language of the world, English plays a very important role in improving the social quality of everyone. The world has started to open up and everyone



transacts freely. Globalization is one of the key concepts of the localized forms, functions, and values of English, and both its definition and its possible are hotly contested in the social (Haidar & Fang, 2019). This is also an important reason for everyone to increase motivation to learn English to be involved in the international arena. It shows that English is learned on the basis of demands. This was evidenced by one of the interviewees who said that he was motivated by job demands because they used English as the language of instruction they used everyday. so that these demands turned into his motivation in mastering English.

b. Different motivation in mastering English as a foreign language

The results showed that there were differences in motivation that emerged from each participant. This is due to the different needs of each person according to the position they currently face. This difference is quite reasonable because English has a general scope of coverage. This is evidenced by the condition of students who should have an understanding of English made an obligation in their education. Of course their biggest motivation comes to adapt and avoid falling behind in understanding because of course English students will always use English every day. In contrast to people who are already working, they tend to be motivated because they have more specific goals, for example getting a better job. English makes it easy for people to enter the world of work. This is also caused by the demands of the rules that require every worker to speak English so it cannot be denied that workers can ignore the importance of English.

On the other hand, English as a global language of instruction is also very influential in the world of education, both nationally and internationally. Apart from being a compulsory subject, English is a mandatory requirement for obtaining foreign scholarships. Based on the opinion of the source who said that it was useless to have good academic grades but the mandatory requirement, namely English, was not passed, it would cause failure to get a scholarship. So that many people spend time, energy and money in mastering English to get scholarships because in the future this will help them in lightening the burden of studying. Of course, people who get scholarships will have a more secure future. Moreover, mastering English will also be very helpful in improving everyone's career. English can be said to be one of the important keys in career advancement. According to the experience of the source, he was able to make money while in college because he mastered English well. Not only that, he was able to collaborate with foreign projects at a young age



because of English. So that English can be used as a springboard in making money and a glorious career.

The findings in this study are in accordance with existing theories, such as the theory presented by (Wilson et al., 2008) and (Rehman et al., 2014) highly motivated learners have been found to have higher achievement as a second language than those with lower motivation. People who have high skills in English can achieve their goals more easily, especially in the education, employment, career and scholarship sectors. It is also supported by (Riyanti, 2019) that says motivation is undoubtedly an important factor in learning foreign languages.

E. CONCLUSION

Inseparably from the role of English as the world's language of instruction, English is needed in various aspects of life such as getting a job, scholarships, career advancement, and English behavior. Based on the research study, each participant has a different motivation in learning English so that five different perspectives emerge according to the background of each participant's learning motivation. On average, the biggest motivation is to get success and a better life. This is related to the motivation that is instilled in them because each participant has achievements based on their learning motivation.

In addition, motivation is a crucial requirement in supporting the spirit of learning so it needs a strong boost both motivation that comes from outside and motivation that comes from within. However, this motivation must be in accordance with how we properly implement each of these factors in order to get results that are relevant to the goals. Because motivation without action will not create optimal results.



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