

THE FACTORS INFLUENCING THE STUDENT'S MOTIVATION TO USE FOREIGN LANGUAGE (IN USE ENGLISH AND ARABIC)

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ABSTRAK

Penelitian ini bertujuan untuk menginvestigasi faktor-faktor yang mempengaruhi motivasi siswa yang bersekolah di dalam Asrama/ Pondok Pesantren di Makassar dalam penggunaan bahasa Inggris dan bahasa Arab. Tujuan dalam penelitian ini adalah: (1) untuk mengetahui dan menginvestigasi faktor yang memengaruhi motivasi siswa dalam menggunakan dua bahasa tersebut dengan berfokus pada faktor intrinsik dan ekstrinsik. Metode yang digunakan adalah deskripsi. Populasi diambil dari beberapa siswa Pondok Pesantren yang terdapat di Makassar seperti Pondok Pesantren Annahdalah, Pondok Pesantren Madina and Pondok Pesantren Ummul Mukminin. Pada pengumpulan data, penulis menggunakan *questionnaire* yang dihitung menggunakan skala Likert. Penulis juga menggunakan *statistic Descriptif* yang berdasarkan pada pendekatan Jeremy Harmer dan teori Moslow's dalam menganalisa data yang diperoleh. Penelitian ini menemukan bahwa adanya dua faktor yang memengaruhi motivasi seorang siswa saat mereka menggunakan dua bahasa yang mereka sudah ketahui, yaitu: faktor intrinsik and ekstrinsik. Faktor intrinsik dalam menggunakan dua bahasa ada empat yaitu; kondisi fisik, metode, guru, dan kesuksesan. Sementara faktor Ektrinsiknya ada empat yaitu integratif, instrumental, hukuman, dan juga faktor orang tua. Hasil dari keseluruhan analisa pada penelitian ini menunjukkan bahwa faktor Ektrinsik lebih besar memengaruhi motivasi siswa di Pondok Pesantren dari pada faktor Intrinsik. Implikasi pada penelitian ini agar supaya bisa memberikan deskripsi atau gambaran yang lebih banyak kepada para pembaca khususnya kepada Mahasiswa jurusan Bahasa dan Sastra Inggris/Arab tentang Faktor yang dapat memengaruhi motivasi siswa dalam menggunakan bahasa Inggris dan bahasa Arab yang sudah mereka ketahui dan bagaimana mereka mampu mengambil pelajaran untuk meningkatkan motivasi intrinsik dan ekstrinsik dari diri mereka sendiri.

Kata kunci: Faktor, motivasi, intrinsik, ekstrinsik.

A. Background

Language has very important role in human activities especially for communicating to each other. There are different kinds of language in the world where we live. Every language has its own rule that have to be allowed by the community. Moreover, every country has its own language and it include Indonesian.

When we are in formal school, we study about foreign languages such as English, Arabic, etc. That is called second language for us because we have known even understood all about our first language. So that when we graduate from the informal school, we can get new inputs. One of them is known as the second language itself.

The application of both languages will appear something new because the speaker speaks using two languages spontaneously, unconsciously, and naturally. When someone produces both of the languages communicatively, such this activity is called Bilingualism.

Bilingualism term firstly introduced by Bloomfield (1961:56) is defined as native like control of two languages or the equally good mastery of two languages as well as mastery by native speaker. So, in the opinion of Bloomfield, someone can be called bilingual if they use both languages equally well with the degree or one can use both languages perfectly. In other words, Trudgill (1983:7) said that bilingualism deals with mastery of two languages.

Related to the use of two languages or two language codes. Sociolinguist defined in general bilingualism as the use of two languages by a speaker in her social with others in turn. Weinrich (1972) expands the notion of bilingualism. Weinrich does not mind a level of proficiency, because terms such as mastery of the language native speaker is difficult to measure.

Students who are basically living in a boarding school environment can be regarded as individuals who are bilingual. He will remember his mastery of two and more languages, English, Arabic, and Indonesian as a liability that will be accepted as rules in their dormitory at Boarding School.

Bilingualism is using two languages or more can be found between English and Arabic used by the students in some of Boarding School in Makassar which boarding school's environment provides an area to practice their bilingual skills. They are directly able to practice their two languages through the factors of habituation, abilities, motivation externally or internally and rules that have been already applied.

In implementation to know the motivation factors that can influence the success of students in using two languages, the writer would like to carry out a research about motivation factors as one of factors that can influence the success of the students to use English and Arabic. That is why the writer need to conduct a research to get the factual information about the factors influence the students of boarding school in Makassar and What external and internal factors that affect students of boarding School in Makassar using English and Arabic as their tool of communication each other.

This research is expected to work well and can achieve an optimal research purposes, understanding the factors influencing the student's motivation to use foreign language (in use English and Arabic). Theoretically, this research is expected to contribute knowledge related foreign language teaching in education in Indonesia Especially in Makassar. Practically, this research may contribute to designing English teaching practices to enable students to develop higher motivation.

Basically, there are many factors which can be discussed in this research but the writer will only focus on the External and Internal motivation factor that

influencing the success of students using English and Arabic at Boarding School area in Makassar.

Students in learning foreign language need motivation as driver to learn and master language. Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning.

The ten keys factors influence of Successful Bilingualism stated by Tracey Tokuhama-Espinosa in her journal (2009) as follow :

1. *Aptitude*: Each person is born with a certain aptitude for different life skills. People with a high aptitude for foreign languages learn languages easily; people with low aptitude do so with difficulty. You cannot influence how much aptitude a person has, but you can make the most of what exists. It is estimated that aptitude for foreign languages is on par with other talents, with roughly 10% of the population enjoying its benefits.
2. *Timing*: The windows of opportunity are times when certain skills can best be learned. There are three windows of opportunity for foreign language acquisition. The first and "easiest" is from birth to nine-months. The second is between four and eight years old due to children's lower inhibition levels. The third is from nine-year and onwards as the brain reaches its full size (though not in terms of neuro connections).
3. *Motivation* includes both positive versus negative, and internal versus external factors. Falling in love is a fantastic motivating force, as is hatred. Helping a child find his own reason to learn a language is far more effective than forcing a language on him.
4. *Strategy* means making a conscious decision to approach language development in a certain way and
5. *Consistency* is each person's (including parents') ability to stay true to the agreed upon strategy. There are at least seven thoroughly research strategies, including the one-person-one-language approach. No strategy is more efficient than another, though it has been shown that it is easier to be consistent, for example, than with using "time" (dinner time, weekends, etc.) as a guiding strategy.
6. *Opportunity* is the daily use of the language(s) in meaningful situations. The amount of time an individual can spend actually using the target language(s) is the single factor which separates adult and child bilingual success. Harley (1986) actually showed that adults are superior to children when learning a foreign language find when they dedicate the same amount of time to the task.
7. *The Linguistic Relationship between Languages*: Does the native language share roots with the second language? If so, the second language is easier to learn due to the similarity of grammar, vocabulary and sound systems.
8. *Siblings* can have a positive as ll as negative effect. In the positive, siblings learn a great deal from one another as they have a greater number of verbal exchanges and conversations in a day. However, in the negative case, one child may dominate the language exchange and stunt the other's development.
9. *Gender*: Sexist as it may sound at first, we now have the technology to see how boys and girls approach language from different parts of the brain and this is influential in both first, second and subsequent languages.

10. Most people have their main language area of the brain in the left hemisphere, but a small percentage (30%) of those who write with their left hand and five percent of those who write with their right hand actually have language spread over a greater area. This group may favor different teaching methods, and thus *Hand-Use*, as it reflects cerebral dominance, makes up the last of our ten factors. Every individual will combine the Ten Factors differently. Such individuality is what gives researchers and educators awe at the human capacity for language, and what challenges parents and teachers to emphasize an individual approach to the process. It is also the source of anxiety and stress for many families as no one can tell you the "right way" to approach the bilingual or multilingual family experience. What parents can do, however, is determine their children's own personal recipes and make the most of each of the factors influencing their success.

Motivation in education has several effects on how students learn and how they behave towards subject matter. A student may be motivated because he/ she has good self concept, values, needs, and goals to be achieved. Chostain in Nasution (2004: 5) states that motivation is affected by the student self concept, value, needs, and goals. It caused the individual to participate in activity leading toward a goal and to persevere until the goal is achieved.

Motivation is one factor of the crucial things in teaching and learning process. To obtain a successful of English learning process as a foreign language at the university, some principle should be implemented well. One of them is the students should have high motivation in learning. Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to do particular action. (Brown 2000: 102)

Motivation is always in the program of learning because motivation is an internal situation that move or drive us to do something, to push us to certain direction and always to join ourselves into certain program. (Alder, 1989:103).

Based on the definition above, the writer argues that motivation has the important factor in learning language because by rising motivation the students can be stimulated to use their skill or potential in their self to doing something. So, motivation is one of physical condition of human characteristic that was learned in psychology, where as a driver factor in doing anything especially in learning language. Because students are not always internally motivated, they sometimes need *situated motivation*, which is found in environmental conditions that the teacher creates. The majority of new student orientation leaders at colleges and universities recognize that distinctive needs of students should be considered in regard to orientation information provided at the beginning of the higher education experience.

Therefore, it can be concluded that motivation factor is important in learning foreign language. If a student has strong motivation, he / she can easily and quickly to learn more diligently as well as seriously so that the master of English or Arabic can be achieved easily because learning activity which start and continue base on the need and the motivation that absolutely have a correlation with their learning activity. For example, the students learn because they want to know the detail of problem completely.

According to Harmer (2001:51) There are two kinds of motivation. They are *Extrinsic motivation* which is concerned with factors outside class room, caused by

any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. And *Intrinsic motivation* which is concerned with what takes place inside the Classroom, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

1. Extrinsic Motivation

Gilmer, (1975: 73) states that when we are extrinsically motivated to do something, we do it because it leads to an external reward such as money, praise from someone. Bowler, (2002:58) argues that extrinsic motivation is that which drives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task.

Some student studies a language because they have an idea of something which they wish to achieve. It has been suggested that there are two main types of motivation, Integrative Motivation and Instrumental motivation. Harmer, (1991:3-4).

a) Integrative Motivation

Integrative motivation is motive students to be attracted by the culture of the target language community, and in the strong form of integrative motivation they wish to integrate themselves into that culture. (ibid.,)

Gardner in Hasan far-far (2009:13) argues that the students want to integrate with the target culture and group. According to definition above there is a factor influence the type of this motivation is the culture. Because students want to know the other culture, that is way they have to be the master of it language. Brown, (2007) an integrative is employed when learners wish to integrate themselves with and became a part of the society.

b) Instrumental motivation

Harmer, (1991:4) states that instrumental motivation is describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status the language is an instrument in their attainment of such a goal. It means that instrumental motivation happens because of some factors such as want to get a better job position or status and career.

In relation to extrinsic factors Maslow in Hamza. B (2006:86) argues that extrinsic motivation is influenced by some external factor such as , Money , Praise, Avoid the punishment, Pass a test , Parent/ peer or Go to abroad.

2. Intrinsic Motivation

Harmer, (1991:4) Intrinsic motivation which is concerned with the take place inside the class room. The following are some factors influencing intrinsic motivation.

a) Physical condition

It is clearly the case that physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating.

In general, teacher should presumably try to make their classrooms as pleasant as possible. Even where condition are bad it may be possible to improve the atmosphere with posters, student's work, etc on the walls. A conducive a classroom

situation is important to raise student's learning motivation. Poor teaching and learning facilities and technology do not support the fulfillment of learning objectives.

b) Method

The method by which students are taught must have some effect on their motivation. If they find it deadly boring they will probably become de motivated whereas if they have confidence in the method they find it motivating. (ibid.,)

According to Harmer's opinion, the writer can conclude that only by using interesting methods in learning process, the students of course, will feel enjoy and relax inside or outside of the classroom. That is why, methods have important functions for the students' success in their learning process. Sometimes some of the teachers do not care about it. Whereas, the students very need it. They will feel bored if they get bad teaching method for their students.

c) The teacher

The teacher is the most factors affecting in student's confidence, interesting classes and qualities of the students. Related to Harmer (2001:52) states that clearly a mayor factor in the continuance of a student's motivation is the teacher. The students were concerned in additional important qualities for his students:

- (1) The teacher shows sympathetic for his students.
- (2) The teacher is fair to all his students (weather bad or good in learning).
- (3) The teacher inspires confidence.

d) Success

Success or lack plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de motivating. It will be the teacher's job to set goals.

From the statement above, a failure and success are two things in the result of learning process. The students can be success or fail. We are sure that, every student want to be success weather by using fast way or not. The other students who are looking the other students who get success in their life, they will be motivated by the successful one. The writer would like to combine between Harmer's theory and Moslow's theory to make this research available in the field.

B. Methodology of Research

The method used in this research was descriptive method. Descriptive method is a method that is intended to describe everything related to the kind of Extrinsic and intrinsic factors of students' motivation at boarding school in Makassar to use Bilingualism (in English and Arabic cases). The population of this research was the all of students in Pondok Madina Boarding School Makassar, Annahdlah Boarding School Makassar and Boarding school Of Ummum Mu'minin Makassar. The writer used purposive sampling, It means that there were some students taken as the sample of this research. The writer chose the third grade of junior high school of each Boarding School Makassar in using English and Arabic because they had used their languages longer than the other grade. The writer also used questionnaire to find out the factors that influence 's students motivation in using English and Arabic. The questionnaire was scored by using Likert scale ranging from strongly agrees to strongly disagree.

The response Scale is as follows:

- Strongly Disagree = 1
- Disagree = 2
- Undecided/Neutral = 3
- Agree = 4
- Strongly Agree = 5

(Ramchander, P 2004)

C. Discussions

The discussion section deals with the interpretation of the findings which divided from the result of the statistical analysis through the questionnaires. The emphasis of this questionnaire is to describe the intrinsic and extrinsic motivation factors for the students of Boarding School in Makassar to use English and Arabic.

Based on the data analysis collected through questionnaire, it was found that the students' intrinsic motivation factors were high. It was reflected based on the total of all scores in intrinsic factors divided into total of all scores. Where most of the students had high scores in intrinsic motivation factors, or they had high motivation in learning Arabic and English as foreign language because of influenced by most intrinsic motivation factors such as physical condition, teacher, method, and success.

Based on the data analysis collected through questionnaire in intrinsic factors specially in physical condition factor showed that achieved score (218). And then, the method factor achieved score (186). Next, teacher factor achieved score (203). While, the success factor achieved score (226). It means that, from five factors in intrinsic factors showed that the success factor is the highest factor that influenced the students' motivation in learning and mastering two languages.

1. Intrinsic Factor

Based on the data analysis, it was found that the score of the students' responses through the questionnaires on intrinsic motivation was 843, where this score was obtained by total scores of intrinsic factors

Table 1. The percentage of intrinsic factors that influence students' motivation in bilingualism case

No	Intrinsic factors	Very high	High	Moderate	Low	Very low
1.	Physical condition factor		✓			
2.	Method factor				✓	
3.	Teacher factor			✓		
4.	Success factor	✓				

From the table above we can see the result of factors that influence students' motivation of each intrinsic factor which generally divided into five (5) factors as follows:

a. Physical condition factor

From the table above, we can see that in intrinsic factor especially in physical condition factor is in high level. This calculation falls into the range score of high motivation factors, category as projected in the previous chapter.

As one of the intrinsic factors, physical condition is in It means that, physical condition is more influence if compared with method and teacher factor in intrinsic factors.

b. Method Factor

Method is one of the intrinsic factor. Based on the table 2, we can see that method factor is in very low level. It means that, from five factors in intrinsic factors, method is the lowest factor that influencing students' motivation to use English and Arabic.

c. Teacher Factor

Teacher factor is the third factor in intrinsic factor. Based on the table 2, this factor is in moderate level. It shows that moderate level not high and low if compared with the other factors. teacher factor is one of important factors that influencing students' motivation to use English and Arabic.

d. Success Factor

As one of intrinsic factor, success factor is the most influence factor that influencing students' motivation to use English and Arabic. It showed from table 2. Success factor is in very high level in intrinsic factor. In other words, success factor is the most influence factor than the others factors in intrinsic factor.

From the explanation above, it reveals that the students of Boarding School in using two languages had high intrinsic factor specially most of them are influenced by success. Based on the data analysis collected through questionnaire in intrinsic factors s showed that physical condition factor achieved score 3.3 (66%). And then, the method factor achieved score 2.8 (56%). While, the teacher factor achieved score 3.1 (62%). And the last, success factor achieved score 3.4 (68%).. It means that, from five factors in intrinsic factors showed that the success factor is the highest factor that influenced the students' motivation in learning and mastering Arabic and English.

2. Extrinsic Factor

Based on the data analysis, it was found that the score of the students' responses through the questionnaires on extrinsic motivation was 861, where this score was obtained by total scores of extrinsic motivation factors.

Table 2. The percentage of extrinsic factors that influence students' motivation in bilingualism case

No	Extrinsic Factors	Very High	High	Moderate	Low	Very Low
1.	Integrative			✓		
2.	Instrumental		✓			
3.	Punishment				✓	
4.	Parents/Peer	✓				

From the table above, we can see the percentage of factors that influence motivation of each extrinsic factor which generally divided into four (4) parts as follows:

a. Integrative Factor

Based on the table 3, we can see that integrative factor as one of extrinsic factor is in moderate level. In other words, integrative factor is the lower factor than instrumental factor in extrinsic motivation factors that influencing students' motivation to use English and Arabic.

b. Instrumental Factor

This is the second factor of extrinsic factor. Based on the table 3, the research showed that instrumental factor is in high level in extrinsic factors. It means that, instrumental is higher factor in extrinsic factor than integrative and rule factors that influence students' motivation to use English and Arabic. Students want to study English and Arabic to talk to foreigners, to go overseas and to get a good job.

c. Rule Factor

Rule factor is the third factor of extrinsic factor. The result of research was showed in table 3 that this factor is in low level/ position. In other words, rule is the lowest factor if it compare with other factor in extrinsic motivation factors .

d. Parents/Peer Factor

This is the last factor of extrinsic factor. Based on the table 3, parents/friends factor is in very high level. In short, parents/peer factor is the highest from all factor in extrinsic factors.

Based on the explanation above, we know that the students of Pondok Madina Boarding School of Makassar to use English and Arabic had high extrinsic motivation factors if compared with the intrinsic factors, in learning and mastering English and Arabic. Based on the data analysis collected through questionnaire in extrinsic factors specially in integrative factor showed that achieved score 3.2 (64%). And then, the instrumental factor achieved score 3.3 (66%). While, punishment factor achieved score 3.0 (60%). And the last, parents/friends factor achieved score 3.5 (70%). It means that, from four factors in extrinsic factors showed that the parent or peer factor is the highest factor that influenced the students' motivation in learning and mastering Arabic and English.

Based on the result of the research, the writer found that there are different factors which influenced each student in learning Arabic and English as foreign language. It is based on the result of students' motivation in learning the languages, and scoring the total of intrinsic and extrinsic factors to see what factor mostly influenced possessed by students in learning two languages. Whereas the result of the questionnaire figured out that most students were influenced by extrinsic factor.

The two fundamental factors (intrinsic and extrinsic) is the reasons why students who improving their own learning often master more things that who rely on the being though, students have different sense of themselves, of their time, and what is worth learning and why, and students learn more enjoyable by choosing from a rich array of environment, media, methods, that mean the most to them. They can be encouraged to employ their motivation according to which factors that influenced them in learning Arabic and English and using their language in daily activity.

D. Conclusions

Based on the result of the data analysis and the discussions in the previous chapter, it is concluded that:

There are two factors that influence students' motivation of Boarding School in Makassar to use bilingualism. Those are intrinsic factor and extrinsic factor. Intrinsic factor is influenced by four factors, those are physical condition, method, teacher, and success factor. While extrinsic factor is influenced by four factors to, those are integrative, instrumental, punishment, and parents/friends factor. The research showed that extrinsic factors are the highest factor than the intrinsic factors that influencing students' motivation of Boarding School to use English and Arabic.

From all factors in intrinsic and extrinsic factors, the parents or peer factor is the highest factor that influence most of the students of Boarding School in learning and mastering Arabic and English.

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