

ENGLISH LEARNING MOTIVATION OF NON-ENGLISH STUDENTS OF STMIK HANDAYANI MAKASSAR

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Abstract: This study describes (1) motivation in learning English, (2) influential factors in learning English, (3) influential motivation, and (4) ways to maintain and improve motivation to learn English. This study used descriptive qualitative design. The subjects of the study were 20 EFL students sitting in semester I of STMIK Handayani Makassar in 2016. Self report was used to collect data on motivation and interview was to explore in-depth features of motivation. The results show: (1) all 20 subjects were motivated in learning English; (2) factors affecting motivation include internal factors, i.e. goal setting, expectancy, self confidence and external factors, i.e. lecturer, classroom environment, activities, materials, the relevance, and feedback; (3) dominant influential motivation is instrumental motivation, and (4) to maintain and improve students' motivation, English lecturers should use English in students' proficiency, adaptable materials, comfortable classroom, communicative, creative, patient, enthusiastic, relax and friendly-smiling.

Keywords: Non-English Students, English as a foreign language, motivation

INTRODUCTION

Motivation is considered as an integral part in the achievement of any goals. It is an important factor that has a positive influence in any educational learning process especially in learning a foreign language such as English whether by English students or Non-English students department. Besides, Motivation becomes one of the most important factors that affecting students' performance of English learning. It is appropriate with Pintrich & Schunk (1996) whosay that motivation influences how and why people learn as well as how they perform. Accordingly, Salvin in Rehman (2014, 345) says that motivation as an internal process that activates, guides and maintains behaviour over time.

In addition, Dörnyei (2001) says motivation concerns the direction and magnitude of human behavior and it

can be defined by answering why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. Therefore, activities in English as a Foreign language (EFL), the learners have to own a high motivation for achieving the goals. Certainly, the measurement of motivation can be done by seeing the students' attitudes, interest and values. To know the motivation there is one way namely identifying indicators, because our ability to measure is restricted on something concrete that can be identified by our senses. Therefore, the researcher does not see motivation but the researcher see the attitudes.

In Makassar, English is studied as a compulsory subject for all the college students either from English majors or Non-English majors. Nevertheless, the fact in this country English learning is mainly conducted in

the classrooms where the language is not typically used as the medium of ordinary communication and students have had very little opportunity to use English outside the classroom. Besides, the materials are inappropriate with the students' need for helping the students in improving the English proficiency. Souvannasy et. al. (in Mulyani 2013) identifies that teaching and learning English implementation still has shortages of textbooks, inqualified English teachers and also unstandardized curriculum.

Unstandardized curriculum or inappropriate curriculum means that English teachers have made inappropriate syllabus and have taught students with teaching materials that are not based on the students' needs. Considering those reasons, the teachers need better teaching materials. Therefore, the researcher want to try looking for something new in order this research is meaningful and useful by analysing the Non-English Students department in learning EFL. The researcher chose information system (SI) and Technical Information (TI) department at STMIK Handayani Makassar as Non-English departments as focus of this research. The students who are at the first up to third semester have to follow English as a general subject.

Based on the background as above, the research questions of this study are formulated as follows: (1) What is the motivation of the Non-English students' department at STMIK Handayani Makassar in learning EFL?; (2) What are the influential factors of the Non-English Students' motivation at STMIK Handayani Makassar in learning EFL?; (3); What types of motivation dominantly influence the Non-English Students at STMIK Handayani Makassar in learning EFL?; and (4) How to maintain and improve the Non-English Students' motivation at STMIK Handayani Makassar in learning EFL?

LITERATURE REVIEW

Motivation

Woolfolk (1998, 372) in Rehman, et al. (2014, 1) defines motivation as an internal state that arouses, directs and maintains behavior. Motivation is a way to arouse the spirit and maintain behaviour internally. In addition, Slavin (in Rehman et. al. 2014,1) defines motivation as an internal process that activates, guides and maintains behavior over time. Motivation can be used to activates, maintain, guide the behaviour from the internal process of someone.

According to Gardner (1985) motivation is a much more important predictor than ability and aptitude in successful language learning. It is a drive that sustains and raises our interests and directs our behavior to achieve a certain goal. Whilst there may be interest in achieving a goal, an action to instigate that goal should be taken and effort expended is required. He considered that motivation is more essential than ability and aptitude of the people in the case of successful language learning, but that motivation has to be followed by actions for achieving the goals. This way, motivation can be considered as a process that influences the success of L2 learning. Finding definitions to clarify the term of motivation tends to be complex.

Motivation is classified as intrinsic and extrinsic motivation. Woolfolk (in Rehman, et al. 2014, 2) defines intrinsic motivation as motivation that stems from factors such as interest or curiosity. Intrinsic motivation refers to the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. According to Dornyei (2001, 27) intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction. When intrinsic motivation occupies a student, extrinsic motivation

becomes null and this student will now be motivated to do things for his or herself without the presence of a tangible reward. Dornyei (2001) argues that this child will have much hope for success in the future. That is, intrinsic motivation relates to students' genuine interest in learning; however, extrinsic motivation is associated with their practical reasons for learning. Whilst there is a clear-cut distinction between the two, there remains the question of which of them is a stronger indicator of learning success.

According to Santrock (2004, 418) in Rehman, et al. (2014, 2) extrinsic motivation involves doing something to obtain something else (a means to an end). Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation. Types of motivation vary from context to context (Ellis, 1997). Now the question arises that which type would be more effective in our Indonesian context. This study with possibly provides a sufficient insight in understanding the students priorities and will discuss some innovations and improvements regarding ELT and L2 learning.

Dornyei (2001) gives intriguing elaboration of a child's motivation towards a variety of motivation from his environment or social life. Dornyei's elaboration of child's motivation is clearly and chronologically elaborated. Extrinsic motivation involves performing of behavior as a means to an end, that is, to receive some extrinsic rewards (e.g. good grade) or to avoid punishment. Extrinsic motivation is said to be unproductive for the future. Many times teachers use extrinsic motivation in the classroom. It may be productive for the class; but the student will continue to have problems with motivation in the future. When a child completes a task or behavior based on a reward, there is no permanent change. The child will only repeat the action again for another reward. Grades are

probably the most positive example of extrinsic motivation. Many students are driven by grades for higher education and future jobs. When rewards such as candy and toys are used to gain student motivation it can be considered bribery.

There are two types of motivation: integrative motivation and instrumental motivation. Ellis (1997) explains learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language. Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to an openness to identify at least in part with another language community.

Integrativeness is one of the three components in Gardner's model of integrative motivation (Gardner 2001). It is interrelated to the other two components attitude toward the learning situation and motivation. Integrative motivation is the desire to integrate oneself into the target culture. An individual with integrative motivation demonstrates interest in learning the language in order to communicate with the members of the second language community (Gardner and Lambert 1992).

The importance of integrative motivation to success in language learning has attracted attention globally and has become a key theme in motivation research (Gardner et. al. 1985). Gardner (2007) conducted a study on the English grades of Spanish students and concluded that integrativeness had the greatest influence on motivation.

Ellis (1997, 75) advocates instrumental motivation is the utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of second language proficiency, such as getting a better job, or higher

salary. Learners may make efforts to learn second language for some functional reason to pass an examination, to get a better job, or to get a place at university, getting a salary/ bonus or getting into college.

Gardner and Lambert (1992) maintain instrumental motivation as a means to get social and economic reward through L2 Learning. In addition, instrumental motivation is defined as the desire to learn a language for a pragmatic purpose, such as employment or obtaining a degree. To make a clear distinction between the two, Gardner and Lambert (1992) therefore add additional information that an individual with an integrative motive is one who has a genuine interest in communicating with the members of the target language or community and one who has a favorable attitude toward the language learning situation. On the other hand, a person with instrumental motivation is motivated to learn the language because of some practical goals, such as the requirement of a school subject towards obtaining a degree.

The Characteristics of Students' Motivation

Naiman in Kasman, (2006, 7) conclude that there are certain typical characteristics of student's motivation. Some of these are:

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 (positive) self-image.
3. Need for achievement
The learner has a need to achieve to overcome difficulties and succeed in what he or she out to do.
4. High aspirations

The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5. Goal orientation
The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.
6. Perseverance
The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress
7. Tolerance of ambiguity
The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion. Masluder in Alamsyah (2007, 21) states that students can be said as motivated students' if they pay attention to learning English, follow all given instruction in English learning, and complete assignments given by his or her teacher.

Influential Factors of Motivation

The comprehensive framework of the L2 motivation was made by Williams and Burden (1997) as part of a larger overview of psychology for language teachers, which includes internal factors (relating to learners' aspects) and external factors (relating to external context). With reference to both frameworks, he presumes that motivation can be influenced by the following aspects and intend to explore them empirically.

Internal factors

People's motivation is greatly affected by their perceptions of themselves, and by whether they see themselves as in control of their actions (Williams and Burden 1997, 137).

1. Goals setting
Oxford and Shearin (1994) conclude that goal setting can have exceptional importance in stimulating L2 learning motivation. Schunk (1991) cited in

- Rueda and Chen (2005) points out that the effects of goals on learning behavior depend on three properties: specificity, proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students' motivation. According to Dörnyei (1998) proximal goals convey more reliable information about one's capabilities and, proximal subgoals may have a powerful motivating function in that they mark progress and provide immediate incentive and feedback. The difficulty of a goal influences the amount of effort a learner believes to be necessary to complete the task. In making decisions to engage in an activity, setting appropriate goals becomes an important part of motivated behavior so that the decision can be carried out and the required effort sustained (Williams and Burden 1997).
2. Expectancy
According to expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (Dörnyei 2001). Learners who think they are likely to succeed are more highly motivated than those who expect to fail (Crookes and Schmidt 1991).
 3. Anxiety
Language anxiety is one of the important affective factors in foreign language learning. According to Horwitz and Cope (1986, 125), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. In their study, they proposed a model of foreign language anxiety, which consists of communication apprehension, test anxiety, and fear of negative evaluation. As Stipek (1988) says anxiety interferes both with learning and with performance. According to Krashen (1982) anxiety works as an affective filter, which prevents students from receiving input and then makes language acquisition fails to progress (cited in Horwitz et. al. 1986).
 4. Self-confidence
Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently (Dörnyei 2001). Self-confidence was first introduced in the L2 literature by Clément, Gardner and Smythe (1977) to describe a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use a L2. As Dörnyei (1994) says self-confidence is shown to be a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community.
 5. Self-efficacy
Dörnyei (1998) says that self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as the researcherll as the level of their aspirations, the amount of effort exerted, and the persistence displayed. According to Williams and Burden (1997) aptitudes and prior experiences will affect

learners' initial beliefs about their capabilities for learning. As Bandura (in Dörnyei 1998, 119) summarizes efficacy beliefs influence how people feel, think, motivate themselves, and behave.

External factors

Since learning never occurs in a vacuum, it is essential to take contextual variables into account. Although they will be interpreted differently by each individual learner, they will nevertheless have a profound impact on a person's initial level of motivational arousal and also their continuing persistence in seeking to achieve selected goals (Williams and Burden 1997, 139).

1. Teachers

Williams and Burden (1997,133) state learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class itself. Therefore, students' perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn. The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity.

2. Activities and materials

A central element of classroom learning is the design of tasks and learning activities. Students' perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time (Good in Ames 1992, 263). According to Ames tasks or activities that

involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control. Besides activities, materials also play an important role in motivating students' learning. According to Crookes and Schmidt (1991) factor of interest is important for materials. Instead of using orthodox materials, using varied materials with varied typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students' interest and those materials can work as positive stimuli to arouse learners' curiosity and sustain their motivation.

3. Relevance

Dörnyei (1994, 277) states that relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. He further explains that at a macro level, relevance coincides with instrumentality; at the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering. Relevance is a prerequisite for sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation (Keller in Crookes and Schmidt 1991, 481). It can be enhanced by analyzing and addressing learner needs and

goals in language study, as well as by addressing such basic needs as the need for achievement, for affiliation, and for power (Schmidt, et. al. 1996).

4. Feedback

According to Williams and Burden (1997) behavioral psychologists were the first to recognize the power of feedback as motivating influence. Feedback can be an important factor (either positive or negative) that affects student motivation (Schmidt et. al. 1996). It can be given by means of praise, by any relevant comment or action, or by silence, but external reinforcers in the form of rewards, merit marks or simple praise, are often considered to be excellent ways of motivating under achieving or reluctant learners (Wheldall and Merrett in Williams and Burden, 1997). Furthermore, feedback that provides information for promoting progress and success is motivating, while feedback that fails to give this kind of information and merely signals failure is demotivating (Schmidt et al. 1996).

5. Classroom environment

The importance of the appropriate environmental conditions for learning to take place cannot be underestimated (Williams and Burden 1997) because as Good and Brophy (1986) state learning is greatly influenced by the environment in which it occurs. However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others. Williams and Burden mention that the greater the degree of concordance between one' ideal classroom and the actual

classroom, the greater the degree of satisfaction there is likely to be.

RESEARCH METHOD

Subject

The subjects of this research were the first semester students of SI and TI Departments of STMIK Handayani Makassar in academic year of 2015/2016. They were two classes: one from SI and another one from TI. The number of subject was 20 each of which was 10 students from SI and 10 from TI. The subjects were selected using purposive sampling technique.

Instruments

The instruments of this research were self-report and interview guide. Self-reports derived from participants' free descriptions of their own feeling and personalities. The researcher may request a focus on certain trait domains, or be as loose as possible with an instruction. The advantages of self-reports are efficient and inexpensive. It requires only the cooperation of the target person; in contrast, the collection of informant ratings, behavior assessment, or life data (Robins et. al. 1997, 224).

In addition, interviews are ways for participants to get involved and talk about their views. In addition, Cohen, et al (2000, 267) explain the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable. According to Gray (2004, 214) there are many reasons to use interviews for collecting data and using it as a research instrument, such as: there is a need to attain highly personalized data, there are opportunities required for probing, a good return rate is important, and informants are not fluent in the native language of the country, or where they have difficulties with written language.

In this study, the researcher applied semi-structured interviews of this research. The type of this interviews are non-standardized and are frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis. The researcher have a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked (David & Sutton 2004, 87).

Data Analysis

In analysing the data, the researcher used descriptive analysis by using both of instruments. They were as follows:

Self-report

This instrument was used to gather the data in written form of the Non-English Department. The aim was to know the students’ motivation deeper by reporting and telling their feeling honestly in the paper. The techniques of using this instrument the researcher firstly, typed and translated the self report of the students from Indonesian into English. Secondly, the researcher chose and matched the self reports of the students which are related to the focus of this research.

Interview

The interview was done to support and strengthen the data of self report about Non-English students motivation in learning English. The researcher applied semi-structured interview to the participants of this research and interviewed the students from SI and from TI departments as a sample of Non-English department in this research. The process of interview was recorded and shot using a camera. The techniques of using interview firstly, the researcher conducted semi-structured interview to the students from both of Non-English department, either from SI or TI students. Secondly,

the researcher transcribed and translated the result of interviews from Indonesian into English. Thirdly, the researcher made extracts from the transcription and chose statements that were appropriate with the focus of this research. Lastly, the researcher classified and matched the students’ answers with data from the self report.

RESULTS AND DISCUSSIONS

Motivation in Learning English

The learning process in the classroom notably learning English, namely motivation has to be involved.

Table 1: *The Motivation of Non-English Students*

Informant	Motivated	Unmotivated
1	√	-
2	√	-
3	√	-
4	√	-
5	√	-
6	√	-
7	√	-
8	√	-
9	√	-
10	√	-
11	√	-
12	√	-
13	√	-
14	√	-
15	√	-
16	√	-
17	√	-
18	√	-
19	√	-
20	√	-

Motivation affects our behaviour, the more highly-motivated the students are, they will be more active in doing some activities, such us: learning EFL. Previously, the researcher had drawn an inference about the definition of motivation from the experts as a process that influences the success of L2 learning. In other words, motivation is

manipulating, inspiring, and persuading learners in a way to advocate and boost their professional aims. The illustration about the motivation of the Non-English students at STMIK Handayani in learning EFL from both of instruments either in the self report or in the interview were presented in *Table 1*.

The discussion of the findings of self report given to the students to collect data revealed that all of the

Q : Do you have motivation to learn English in your department? Yes or No, Explain your reason!

A : Yes, because if the researcher want to learn language program in the computer, the researcher also use English. Therefore, by learning English can help and facilitate someone in making program as the researcherll as can help to develop the business. Even though, it's actually difficult.

Table 2: *The Influential Factors of Non-English Students' Motivation*

Findings	The Framework of Motivation Based on the Theory	
	Internal Factor	External Factor
<i>Self Report and Interview</i>		
Job factors and technological factors	-	The relevance
Future factors and objectives	The goal setting	-
Communicate with foreigners and want to show ability, dream, expectation, ambition	The expectancy	-
Self confidence	Self confidence	
Materials	-	The activities and materials
The classroom environment and facility of the classroom	-	The classroom environment
The lecturer	-	The lecturer
Feedback	-	Feedback

informants or Non-English students' were motivated in learning EFL (English as a foreign language). It referred to the findings below based on the self report and interview from the seventeenth informant:

The seventeenth informant also said that the language programs in the computer use English. She thought that by learning English she is able to facilitate in making the programs and develop her business but she realizes that English is actually difficult for her. Besides, based on the interview, she admitted that she has high motivation in learning English but she felt that it is difficult for her as revealed in her statement below.

Self-report

(Q: Question, A: Answer)

Interview

(R: Interviewer, E: Interviewee)

R : Do you like learning English or not? Be honest.

E : Actually, I like it sir but difficult. I Have to memorize the vocabulary, there are many formulas wich have to be memorized.

R : Honestly, do you have motivation in learning English?

E : Yes, sir

R : Low, moderate or high?

E : High.

Influential Factors of Motivation in Learning EFL

The comprehensive framework of the L2 motivation was made by Williams and Burden (1997) as part of a larger overview of psychology for language teachers, which includes

internal factors (relating to learners' aspects) and external factors (relating to external context). With reference to both frameworks, he presumes that motivation can be influenced by the aspects in *Table 2* and intend to explore them empirically:

The table shows that there are eight factors influencing the non-English students' motivation in learning English, either internal factor or external factor. The internal factors include: the goal setting, expectancy, self confidence and the external factors are: the lecturer, the classroom environment, the activities and materials and also the relevance as the researcherll as feedback. The findings above are based on the self report and interview. The findings were illustrated below from the seventeenth respondent:

The seventeenth informant stated in the self report that the factors influence her motivation in learning English are her objective and dream. She has an objective to conduct a business either in Indonesia or abroad. This statement is clearly stated in her self-report and interview below.

Self-report

Q : What factors can influence your motivation in learning English? Explain your reason!

A : My objective and dream which can make me more motivated in learning English. The reason maybe because I want to develop my business not only in Indonesia but also in abroad. Thus, by learning English I want to create my objective and dream.

Interview

In the interview, she also expressed factors which are appropriate with in the self report above. See her statement below.

R : Yes, Based on your point of view, what factors influence your motivation in learning English?

E : Objective, dream.

R : Why is dream? Because you have dream?

E : Yes, hehe ...

R : What factors else?

E : That's all sir.

There were seven informants who mentioned the goal setting as one of all factor influencing their motivation in learning EFL. For example, the first informant said future factor in the self report, the fourth, the seventh, the tenth, the seventeenth, the eighteenth and also the twentieth informants said objective factors are to influence their motivation in learning EFL. As according to Schunk (1991) cited in Rueda and Chen (2005) points out that the effects of goals on learning behavior depend on three properties: specificity, proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students' motivation.

There were ten informants who said the expectancy as one of all factors influencing their motivation in learning EFL, such as the first, the second, the sixth, the ninth, the eleventh, and the twelfth informants have desire to communicate with foreigners. In addition, the fourteenth informant has expectation in the future, the sixteenth informant also has desire to able to speak English and the seventeenth informant has a dream while the informant has ambition in the future. Because according to the expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (Dörnyei, 2001).

There were three informants who presented the self confidence as one of all factors influencing their motivation

in learning EFL, such as the fourth, the thirteenth, and the twelfth informants who said that self confidence can influence their motivation in learning English. According to Dörnyei (2001) self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently.

There were six informants who mentioned the lecturer as one of all factors influencing their motivation in learning EFL, such as the first, the eight, the fourteenth, the fifteenth, the eighteenth and the twentieth informants said that the lecturer can influence their motivation in learning English. As Williams and Burden (1997, 133) state learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class itself. The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity.

There were eleven informants who mentioned the classroom environment as one of all factors influencing their motivation in learning EFL, such as the first, the third, the fifth, the sixth, the thirteenth, the fifteenth, and the informants mentioned that the environmental factor influences their motivation in learning English. Besides, the seventh, the eleventh, and the fourteenth said that the situation of the classroom in learning and teaching process which refer to the classroom environment. In addition the sixteenth informant said that the facility of the classroom also refers to the classroom environment. As according to Williams and Burden (1997) the importance of the appropriate environmental conditions for learning to take place cannot be

underestimated because as Good and Brophy (1986) state learning is greatly influenced by the environment in which it occurs.

There were two informants who said the activities and materials as one of all factors influencing their motivation in learning EFL, such as the fourth informant directly mentioned the materials can affect the informant's motivation while the seventh informants said that the way of the lecturers in teaching which also refers to the activities and materials in the classroom can affect the students' motivation in learning English. As according to Ames tasks or activities that involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control.

There were seven informants who said the relevance as one of all factors influencing their motivation in learning EFL. There were five informants who said that English would be useful for their job in the future, such as: the first, the ninth, the twelfth, the thirteenth and the fifteenth. Besides, there were two informants who said the technological factor can influence their motivation in learning English, such as: the third and the twentieth informants. The researcher incorporated job and technological factors as the relevance because English has relevance with the students department and also necessary for the students' personal needs later. As Dörnyei (1994, 277) states that relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals.

There was one informant who said the feedback as one of all factors influencing their motivation in learning

EFL, such as the seventh informant said that if English has feedback to the informant personally, so it will influence the informants' motivation in learning English. As Schmidt et al. (1996) state feedback can be an important factor (either positive or negative) that affects student motivation.

Types of Motivation Dominantly Influence in Learning EFL

Many theories of language learning motivation tend to be social-psychological, among which the most influential is Gardner's socio-educational model, including attitudes, motivations and anxiety variables (Gardner et. al., 1988). Integrative orientation and instrumental orientation are two important factors in his theory. An integrative orientation

Table 3: *The Types of Non-English Students' Motivation*

Informant	Motivation	
	Integrative	Instrumental
17	√	√

occurs when learners hold favorable attitudes to the language/culture, and wish to identify culture of speakers of that language. An instrumental orientation refers to the utility value of learning a second/foreign language, such as passing examinations, financial rewards or future career. Burke (2004) found that aspects of integrative motivation are related to greater motivational as well as better language competence in learning a second language. An instrumental orientation was likely related to outcomes such as job-seeking and social status. The findings illustrated below were from the seventeenth respondent:

The seventeenth informant said that she learns English because she wants to communicate with the native speaker and she thought that English

will be useful for her career in the future. See her statement below.

Self report

Q : Do you learn English just for want to communicate with the language communities/ the native speakers or do you learn English because you think that English is useful for your future? Explain your reason specifically!

A : Besides I want to communicate with the native speaker, I' also regard as English can help my career in the future.

Interview

In the interview, the seventeenth repondent expressed that she has desire to go abroad and develop her business either in Indonesia or in abroad. Thus, it means that she learns English for communicating with foreigners and has a certain objective. See her statement below.

R : So, Do you learn English just for want to communicate with the native speakers or for the certain aims?

E : Both of them sir.

R : Why do you say both of them?

E : Because who knows if I go to abroad, certainly the researcher will communicate with the foreigners.

R : Do you have dream to go abroad?

E : Iyya ada. (Yes sir)

R : How about the certain aims)

E : Such as developing the business. It's not forever if the researcher want to develop the business just in Indonesia sir. (17)

The findings of the research were illustrated on *Table 4* that shows self-report and the interview data. There were sixteen informants who said that their motivation were influenced by both factors, either integrative motivation or instrumental motivation. Whereas, the four informants said that the factor influencing their motivation in learning EFL was just the

instrumental factor. Thus, it means that the types of motivation dominantly influence the Non-English students' motivation in learning EFL at STMIK Handayani were instrumental motivation.

Table 4: *Types of Motivation Dominantly Influence Non-English Students*

Informant	Motivation	
	Integrative	Instrumental
1	√	√
2	√	√
3	√	√
4	√	√
5	-	√
6	√	√
7	√	√
8	√	√
9	-	√
10	√	√
11	√	√
12	-	√
13	-	√
14	√	√
15	√	√
16	√	√
17	√	√
18	√	√
19	√	√
20	√	√

Compared to previous research, it was noted that they are variance with others. This is in harmony with Qashoa (2006) found that the learners have a higher degree of instrumentality than integrativeness. It is also the same as Garonov and Fakieh (2009) opinion that state EFL learning is more influenced by instrumental motivation where ESL learning is more dependent on integrative motivation. On the other hand, the findings of this study were different from those of researchers in other countries (Vijchulata and Lee 1985; Benson 1991) as the findings of the latter studies showed that

integrative reasons were preferred over instrumental ones.

Moiinvaziri (2009) gave a different view from the researchers who considered instrumental motivation is important for EFL learning. He concluded that in English language learning both instrumental and integrative motivation are important. The researchers above found different result about instrumental and integrative motivation. Besides, another researcher says that both of them are very important in English language learning. It means that the findings of this research were the same as Qashoa (2006), Garonov and Fakieh (2009) and (Vijchulata and Lee 1985; Benson, 1991). So that, the researcher received the view of Moiivaziri (2009) who considered that in English language learning both instrumental and integrative motivation are important.

How to Maintain and Improve Motivation in Learning EFL

According to Gardner (1985) motivation is a much more important predictor than ability and aptitude in successful language learning. It is a drive that sustains and raises our interests and directs our behavior to achieve a certain goal. He considered that motivation is more essential than ability and aptitude of the people in the case of successful language learning, but that motivation has to be followed by actions for achieving the goals. Therefore, it is extremely essential to maintain and improve students' motivation in learning EFL. There are fourteen informants focused on the lecturers who are considered could maintain and improve students' motivation in learning English. The findings from self report and interview from the seventeenth informant were illustrated as follows:

The seventeenth informant based on the self report said that her ideal and dream can increase her motivation in learning English. See her statement below:

Self-report

Q : Based on your point of view, What can make your motivation increase in learning English? Explain your reason specifically!

A : One of all which can make my motivation increase is my ideal and dream.

Interview

In the interview, the seventeenth informant said that the teachers don't give too much materials but give conversation practice more. See her statement below:

R : That's all. The last question, what makes your motivation can increase in learning English?

E : Ideal sir.

R : I mean, what can be done by STMIK Handayani to increase your motivation?

E : Oh.. maybe, don't give too much materials, give a little explanation and more practical in talking.

Based on the self report and interview, there are also five informants who suggested to add time or schedules of English lesson because they thought that the schedule was not enough to learn and master English. The informants are the first, the sixth, the thirteenth, the fifteenth, and the eighteenth informants. On the other hand, the second informant said that the management of the classroom should be well-arranged. In addition, the fifth and fifteenth informants focused on the facility. They thought that the facility of the campus was still less and should be added. Moreover, the twentieth informant suggested that all of the signs at the campus such as: rooms, toilet and so forth should use English and Indonesian to help students always memorize the vocabularies.

CONCLUSION

This research is an endeavor to analyze the Non-English students' motivation in EFL Classroom. Based on

the findings and discussion, the researcher put the following conclusions: (1) All of the Non-English students at STMIK Handayani Makassar were motivated in learning English; (2) There are eight factors influencing the non-English students' motivation in learning English: internal and external factors. The internal factors are: goal setting, expectancy, and self confidence; the external factors include: the lecturer, classroom environment, activities, teaching materials, relevance, and feedback; (3) The types of motivation dominantly influencing students' motivation at STMIK Handayani Makassar in learning English were instrumental, integrative and instrumental motivation; (4) To maintain and improve students motivation at STMIK Handayani Makassar in learning EFL, lecturers have to deliver materials using simple language, make classroom situation comfortable, communicative, creative, patient, enthusiastic, relax and friendly-smiling. In addition, time or schedule of English course should be added, management of the classroom be well-arranged, and learning facilities be added and furnished.

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