The Role of Motivation in EFL Learning in a Vocational School

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Abstract
There is no doubt that motivation is a very powerful force to second language acquisition as claimed by the experts (de Bot et al,. 2005; Gass and Selinker, 2008; Oxford and Shearin, 1996). In Indonesian context, only a small number of students in high schools are considered as highly motivated in English as a Foreign Language (EFL) learning, while the rest are less motivated. Hence, this study is aimed at investigating the contribution of motivation in students' EFL learning in a vocational school in Cimahi. Adopting a qualitative research design through questionnaire and interview in collecting the data, this study revealed that motivation plays a great role in students' English learning. Students' desire to master English for the sake of blending into the English speaking communities and in order to get a better job for their future triggered them to find ways to learn English more easily by studying harder and facilitating themselves with any devices which can help them to access English quickly. In conclusion, motivation determines students' efforts in EFL learning. The higher motivated the students, the bigger efforts they will make in their second language learning.
Keywords: *motivation, EFL learning*

Introduction

Teachers, learners, and researchers will all surely agree that a high motivation towards a second language help second-language learning (de Bot et al., 2005). In other words, it makes sense that individuals who are motivated will learn faster and makes efforts to a better degree than those who are less or not motivated at all. In line with that, it is quite clear that "some degree of motivation is involved in initial decision to learn another language and to maintain learning" (Gass and Selinker, 2008: 426).

There's a plethora of definitions of motivations formulated by the experts. Brown (2000) notes the definitions of motivation from different perspectives. The behaviorists perceive motivation as "quite simply the anticipation of reward" (p. 160). Meanwhile, the cognitivists see the term motivation as being more related to the learner's decisions as Keller (1983: 389), quoted by Brown (p. 160), stated, "the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". However, the constructivists place motivation as "further emphasis on social contexts as well as the individual's decisions" (p. 160). In addition to those definitions, Makewa & Nggusa (2015) also defines motivation as driving influences from internal or external forces that give students power to learn effectively. Further in their book they state that teachers are the best source of motivation in teaching-learning interaction. Equally important, Huitt (2011) classifies motivation as a need, a desire, or a want that encourages someone's behaviour and give him/her direction.

In regards to foreign or second-language learning, motivation has been described by Gardner (1993) as a set of factors covering the determination to reach a purpose, endeavor for that certain goal, along with the reward and gratification when the purpose is achieved through the act of learning. Not different from that, Oxford and Shearin (1996) believe that motivation performs as the measurement of how actively someone eager to involve in learning a foreign or a second language. Gardner and Lambert (1985) write about motivation as being of the instrumental and integrative nature. Integrative motivation is envisioned as what makes someone earn to establish an interaction and efforts to be similar to the fellows of that target language community, while instrumental motivation is defined as of why someone wants to learn the target language for pragmatic gains, such as to get their dream jobs. They found that of the two kinds of motivations those students who were integratively motivated made the most of practice opportunities, volunteered in participating in the classroom, more exact in responses, and generally more successful students.

The important role of motivation in language learning has been formulated by Harrè and Gilelett (1994) in some points. First, high motivation directs learners to work harder in learning foreign or second language.

Second, high motivation forces learners to find and choose the learning strategies that fit their situations and their target language ability. Third, motivation encourages learners to find out the metacognitive strategies which enable them to learn more easily. Besides, with motivation inside them, learners strive to overcome any difficulties that come their ways in learning and then try to manage every possible way to end up with the ease which supports their learning process.

In a classroom with plenty of students and a very hectic agenda, sometimes there is no time for the teachers to facilitate all students with answers for their curiosity (Seifert & Sutton, 2009). In other words, students will not master their second language (English) if they only depend on the classroom teaching and learning process. They have to facilitate themselves with other things that can help them to learn English. Students who are highly motivated will surely do other things to help them master English, such as taking an English course, downloading dictionary applications in their smartphones, listen to English songs and learn from the lyrics, and etc. The students' self-motivation to learn especially from outside the classroom is determining in the success of L2 learning.

Research on L2 motivation have been conducted by many researchers and experts in whole over the globe. For example, an empirical study of motivational strategies in language classroom in Hungary conducted by Dornyei & Csizer (1998) resulted in ten commandments for motivating language learners, covering: teachers should manage themselves to be role models for their students, create enjoyable and esthetical atmosphere in their classes, assign the students decently, maintain good teacher-student relationships, set a learning which aims to increase their students' self-confidence, make sure that their classes are exciting for the learners, encourage learners' self-sufficiency the utmost, individualize. Another research on this topic was conducted the learning process, enhance learner's aims, and assure that the culture of the target language are not strange to the students. by Al-Tamimi and Shuib (2009) in Malaysia identifying Petroleum Engineering students' motivation and attitudes towards English learning. The findings showed the students' positive orientation toward English. And what makes it interesting is that the result indicated that a large number of the students showed their sense of concern in their culture of the English speaking world as what they had seen in English-language movies. Furthermore, some pedagogical implications that would help tap the students' motivation and attitudes were also portrayed in this study.

Given the consideration that motivation is one of the most important factors in determining the success of a second language learning, it comes to a problem of what contribution that motivation gives in students' EFL learning. Thus, regarding those explanations above, this study is conducted to portray the contribution of motivation in students' EFL learning in one of the public vocational schools in Cimahi.

Research Question
Responses of 35 students of a vocational school in an EFL class are tested to answer the research question:
- What is the contribution of motivation in students' EFL learning in a vocational school?

Significance of the Study
It is worth conducting that this study provides significance for both teachers and other researchers. For teachers, it gives an overview about the contribution of motivation in students' EFL learning in a vocational school. Meanwhile, this study is expected to be a starting point for other researchers to conduct further research related to this topic.

Research Methodology
1. Research Design

   A qualitative research design was applied in this study as all the data collected (the quantitative and qualitative data) were analyzed under descriptive study. It meets Grimes and Schulz's (2002: 145) theory which claims that a descriptive study is "concerned with and designed only to describe the existing distribution of variables, without regards to causal or other hypothesis". All the data collected is used describe the phenomena as it was in the field; in this study it refers to portraying the contribution of motivation in students' EFL learning in a vocational school.
2. Data Collection
   a. Participants

      The sample consisted a class of thirty five students in the tenth grade in a public vocational school in Cimahi. All students had been studying English for at least 7 years, and the average classroom level

is intermediate. These students were involved in the administration of questionnaire. In the meantime, the interview was merely administered to 5 respondents, involving students which are high achievers in the class. The selection of them is intended to find out more information about their motivation in studying English for the sake of a rich data.

b. Instrumentations

The instruments used in this study were questionnaire and a semi-structured interview. The questionnaire administered to a class of 35 students was adapted from Budiawan (2008), consisting of 33 close-ended items in terms of Likert-Scale. The questionnaire is divided in two parts, 17 items were to investigate students' integrative motivation which is related to the social and cultural purposes in learning English, and the other 16 items were to investigate students' instrumental motivation which refers to practical purposes (such as the academic and economy purposes) in learning English (Gardner and Lambert, 1985). The statements were given in *Bahasa Indonesia* as it was expected that the students did not find difficulties in expressing their thoughts. The respondents marked SS (*Sangat Setuju*) for *strongly agree*, S (*Setuju*) for *agree*, TS (*Tidak Setuju*) for *disagree*, and STS (*Sangat Tidak Setuju*) for *strongly disagree*. In the meantime, a semi-structured interview administered to 5 students consisting of 8 questions. These instruments were used in order to answer the research question on the contribution of motivation in students' EFL learning in a vocational school. The interview was also given to the students utilizing *Bahasa Indonesia*.

c. Procedure

The procedures taken by the researcher in collecting data to conduct this study were as following:
- Managing to obtain the access to the research site.
- Preparing the instrumentations.
- Data collection; distributing the questionnaire to the respondents.
- Explaining by giving example of how to answer to items of the questionnaire.
- Giving time to the respondents to fill out the questionnaires.
- Collecting and rechecking that the questionnaires were completely filled out.
- Asking the teacher for help to select five high achievers students.
- Conducting the recorded interview to the five students selected.

3. Data Analysis

Since qualitative research design was applied in this study, then the analysis of the data was done descriptively. The analysis of quantitative data was aimed for the 33 close-ended items of questionnaire, while the qualitative data was for the results of the semi-structured interview. The questionnaire in the form of Likert-Scale was ranged from 4 to 1 point. All the 33 items were in positive statements. The following table shows the scoring system of the questionnaire.

Table 1. The Scoring System of the Questionnaire

STATEMENT	SCORING			
	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1

As the triangulation, qualitative data analysis was done in accordance with the data obtained from the interview to answer the research question regarding the contribution of motivation in students' EFL learning. It was analyzed by listening to the recording for several times and jotting down any information in regards to students' motivation in learning English. Once all the data were gathered, the data were reduced to be focused on the contribution of motivation of students' EFL learning before then the findings were interpreted. This is in line with Denzin and Lincoln's (1998) interactive model as analyzing the data is a currently happening process throughout the whole investigation process, involving three subprocess: data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1984, 1994, as cited in Denzin and Lincoln, 1998). The procedures of data analysis can be illustrated as the figure below:
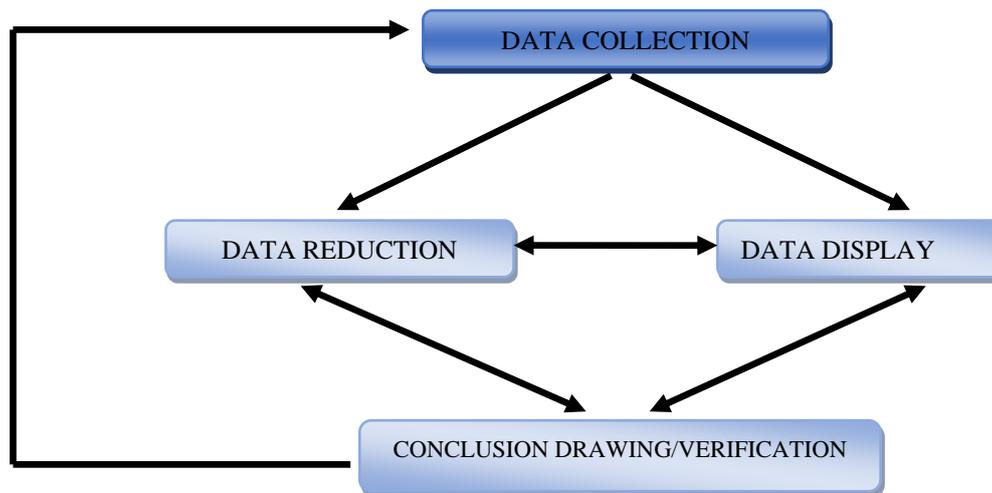
Figure 1. Components of Data Analysis: Interactive Model
Adapted from Denzin and Lincoln (1998: 181)

Findings and Discussion

From the data analysis, it was revealed that motivation plays a big role in students' EFL learning in a vocational school. It was found that the highly motivated students would rather try to manage things that could help them in their English learning. It meets the theory formulated by Baker (1992) saying that "motivation helps activate, direct, and maintain human's behavior", including the behavior towards the trial of achieving the ability in mastering the second language (Budiawan, 2008). From the interview, it was shown that the highly motivated students facilitated themselves with any devices that could help them access English easily. They installed English dictionary in their mobile phones or other gadgets. Besides, they went to English course to get further knowledge of English learning. In solving their problems in EFL learning, they were not reluctant to ask teachers or friends for help, or consult their dictionary or gadgets in order to get further information from the internet. They read articles or books written in English and tried to understand the meaning by themselves. Highly motivated students are used to learning without any forces from others, including their parents.

From the questionnaire and interview, it could be seen that what motivated students most in EFL learning covered both the instrumental motivation and integrative motivation. Most of the students in the class were encouraged to master English in order to get a good job in the future, to continue their study abroad, and to be able to blend into English speaking communities, and to adapt with the keep changing society needs that now most information in the internet and gadgets use English. Only small number of them set their motivation in English learning on getting high scores in their study or getting people's respect on their English mastery.

Conclusion and Recommendation

To conclude, it is true as argued by the experts that motivation is a very important factor in determining students' efforts in their second language learning. In this study, motivation plays a big role in students' EFL learning in a vocational school. They who are highly motivated make greater efforts than those who are less motivated in EFL learning. In other words it can be stated that the higher motivated the students in second language learning, the bigger efforts they will take to master the language. In additional, it can be seen that things that motivate the students in EFL learning include both the instrumental and integrative motivation, such as to get good careers opportunities, to continue study abroad, to blend into English speaking communities, and to get be able to access information from the internet or in their gadgets that are mostly set up in English. Other factors that also motivate the students in EFL learning covers to get high scores in education, especially in English subject, or to get respected by the people for mastering English.

There are some suggestions that can be useful for English teachers and other researchers based upon the findings of the research:

o It is recommended that teachers keep on motivating the students in EFL learning since motivation determines students' efforts in their language learning. Besides, teachers is suggested to create a pleasant atmosphere in EFL classes to get the students more motivated in learning.

o It is important to make other attempts to investigate further research on students' motivation along with their attitude in language learning. Other research can be conducted to investigate students' motivation in language learning or other subject learning in junior high schools or universities.

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