

MOTIVATION OF ENGLISH DEPARTMENT STUDENTS AT MUHAMMADIYAH UNIVERSITY OF NORTH MALUKU IN LEARNING ENGLISH THROUGH IMMERSION CAMP

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ABSTRACT

In learning English, each student has different motivations and motivation is the important key to get success in learning. The primary purpose of this research is to disclose the students' motivation after joining the immersion camp. English Immersion Camp (EIC) is an English learning program where language learners are totally surrounded or immersed by the language they are learning.

The research was conducted at English Department of Muhammadiyah University of North Maluku. The sample of this research was 20 English students who had participated in the English Immersion Camp for 3 days in Ternate City and 3 days in Tidore Island. Method use in this research was the combination of quantitative and qualitative method. The quantitative data of the questionnaire were analyzed in terms of means and percentages. For analyzing the qualitative part of the data, the interviewees' responses for each question were transcribed. After that, the responses were analyzed in terms of themes related to the study objectives.

The questionnaire consists of 10 questions in which question 1-5 are questions for intrinsic motivation and question 1-5 are questions for extrinsic motivation, while the interview data contains 5 questions. Data presented in the research findings it shows that the total average score of students' intrinsic motivation is 4,24 and student extrinsic motivation is 3,76 and this is a high ranking in the motivation level ranking. The result in this research also shows that students need an English learning program that can develop and improve their ability to communicate in English confidently and in the right way to motivate them in the process of learning English.

Keywords: Motivation, Learning English, English Immersion Camp

INTRODUCTION

English is an international language that was learnt and used by many people in the world. No one can deny the importance of this language in communication around the world. Therefore, Indonesia as developing country requires its citizens to learn English as early as possible. Thus learning English become an important subject from elementary school until university level.

In learning English, each student has different motivations, such as: first, they learn English because they want to improve their English skills. Second, they learn English because they want to get a better job. Third, learning English enables them to communicate with people around the world. Fourth, learning English can increase the prestige or confidence of students to go anywhere. Therefore, motivation is a key to get success in learning process. Harmer (2001) says, “It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success”.

Motivation in learning can be divided into two categories; intrinsic motivation and extrinsic motivation. Harmer (2007: 98) states that intrinsic motivation comes from within the individual. People may be motivated by the enjoyment of the learning process or a desire to make themselves

feel better, as they learn English because they want to improve their English skills not because of external rewards, such as money or value.

On the other hand, extrinsic motivation also affects students in learning. Harmer (2007: 98) states that "extrinsic motivation is the result of a number of external factors". These outside factors include rewards and punishments. Just like they learn English because they want to get a good job. Nowadays, all jobs especially in Indonesia need TOEFL score. Therefore, become fluent in English is essential to get a job. That is why students are motivated to learn English.

Although motivation is the key to success in the learning process and each student has both intrinsic and extrinsic motivation when choosing the English Department as a place to study English, in fact, most students learn English in the classroom. There may be some students who choose to take English courses after class to increase their knowledge, but most students only learn English when they are in class and this condition contributes to their slower improvement of English. Whereas there are so many ways to improve students' English language skills, one of them is by providing an English environment outside of classroom activities and it will be able to increase students' motivation, both intrinsic motivation or their extrinsic motivation.

Syahidah (2019) state that, "One other problem of English teaching and learning in Indonesia is the limit of English environment available. Since English is only compulsory to be taught at formal schools, after going home, Indonesian learners have no contact to English anymore. This condition contributes to their slower improvement of English".

Therefore, as an attempt to minimize these obstacles of teaching and learning English in Indonesia, supplementary English programs should be presented. One of which is a program called English Immersion Camp (IEC). EIC is an English learning program where language learners are totally surrounded or immersed by the language they are learning (FPHLCC Language Program Handbook Development Team, 2010).

That is why the researcher intends to do this research with the title **"Motivation of English Department Students at Muhammadiyah University of North Maluku in Learning English Through Immersion Camp"**

LITERATURE REVIEW

1. Definition of Motivation

To understand what motivation is, it is important to know the definition of motivation, types, sources and roles of motivation. There are some definitions related to motivation from many psychologists. The word motivation is derived from word motive that means anything that encourages person to act to do something (Purwanto, 2011:60) Besides, Pintrich and Schunk (2008:8) stated that the term motivation is derived from Latin word, *Movere* (to move) the process whereby goal director activity is instigated and sustained. According to Harmer (2007), "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something." (p. 28) Moreover, Dimiyati and Mudjiono (1994:75) stated that motivation is a mental encouragement that moves and leads human behavior. Brown (2007) added, "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit" (p. 72)

Based on some definition above, it can be concluded that motivation is feeling felt by a person that encourages him/her to do something or to achieve certain goals. Thus, motivation is important factor in doing something, because this desire pushes someone to make strong effort in each activity done, in this case learning English. Therefore, a teacher or lecturer should know if his/her students have high or low motivation in learning English so that teaching and learning process becomes effective and efficient.

2. Types of Motivation

Motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these type of motivation.

A. Intrinsic Motivation

Santrock (2004 : 418) stated that intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. For example, a person studies English because he/she likes or enjoys learning English. In addition, Penny (1996 : 280) defined that "Global intrinsic motivation is the generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners: whether they like the language and it is cultural, political, and ethnic association.

It means that intrinsic motivation is desire which comes from within individual to make an effort to achieve the goal. When the learners have an intrinsic motivation, they will show their attitude in the classroom such as they want to learn English because they like and enjoy learning it.

B. Extrinsic Motivation

According to Penny (1996:277), "Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks." Besides, Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example the need to pass an exam, the hope of financial reward or the possibility of future travel. Furthermore, this type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment. According to Gage and Berliner (1984:441) this type of motivation comes from teacher, parents, and environment.

3. Definition of Learning

Learning can be defined in many ways. The activity of human can be said as learning since learning is not only related to teacher and students, but also in any aspects in the world, Richard and Schmidt (2002:298) state that learning is the process with change in behaviour, knowledge, skill, etc. Come about through practice, instruction or experience and the result of such a process. It means that the process of changing their any knowledge by practicing to get the result. The term learning cannot be separated with the understanding of learning and teaching, because everything has a very close relationship and occur simultaneously. Learning may be able to occur in the absence of teaching activities undertaken by teachers, and no other formal learning, while teaching includes everything that is done by the teacher in the classroom.

Winkel (1996), said that learning as a mental activity/psychic, which takes place in an active interaction with the environment that resulted in changes in knowledge, understanding, skills, values and attitudes. The change is permanent and scar. Learning can be seen as an attempt to make the process of change in behavior towards settling as the experience of interacting with the environment. Active learning is the development the theory of learning by doing, as Dewey (1859-

1952) stated that he strongly disagree on rote learning by the understanding "learning by rote". Dewey School was the founder of the school that applies the principles of learning by doing, which are students need to be involved in the learning process spontaneously. Curiosity students will be things that are not yet known to encourage active involvement in a learning process.

According to Dewey, the teacher role is to provide a means for students to learn. With the participation of students and teachers in active learning, will create a meaningful learning experiences. Active learning contains many useful tips to foster active learning ability on students and explore the potential of students and teachers alike for developing and sharing knowledge, skills, and experience. Through active learning approach, students are expected to be better able to recognize and develop the learning capacity and potentials. Active learning requires teachers to work professionally, taught systematically, and based on the principles of effective and efficient learning. That is, teachers can manipulate the learning model implemented systematically and makes the learning process a meaningful experience for the students. According to the explanation of the expert above, it can be concluded that learning is better with direct interaction, because learning must do together not to be memorized or learned by itself but by interacting, either actively or not.

4. Definition of English Immersion Camp

To minimize obstacles of teaching and learning English in Indonesia, supplementary English programs should be presented. One of which is a program called English Immersion Camp (IEC). EIC is an English learning program where language learners are totally surrounded or immersed by the language they are learning (FPHLCC Language Program Handbook Development Team, 2010). In EIC, learners gather together in one place and stay for a while in a tent. During EIC, learners are expected to do some activities in which the instructions are delivered in English. EIC is considered effective to help English learners to develop their English proficiency because immersion is a method of learning a language. Several studies from different countries have reported the effectiveness of immersion program such as Sangvatanachai in Thailand (2013); Luan and Guo in China (2011); Huguat, Lasagabastar, and Vila in Spain (2008); Harris in Ireland (2007); Clark in California (2000); Bostwick in Japan (1999); Buss and Lauren in Sweden (1995).

RESEARCH METHOD

In conducting a study, research design is quite essential to help a researcher determine step that must be taken to get result finding proper with research questions. Sukardi (2003:183) explains that research design is all the process needed in designing and implementing research.

The data collected in this research was the combination of quantitative and qualitative method. The quantitative data of the questionnaire were analyzed in terms of means. For analyzing the qualitative part of the data, a content analysis method was used. In the analysis process, the interviewees' responses for each question were transcribed. After that, the responses were analyzed in terms of themes related to the study objectives.

Instrument used in this research was questionnaire and question sheet for interview. It consists of ten questions in which the questions number 1-5 are the questions to collect the information about intrinsic motivation and questions number 6-10 are questions for extrinsic

motivation. The Questionnaire used in this research is close questionnaire. The researcher adopted the questionnaire from Gardner's Attitude and Motivation cited in Jefiza (2011) and has been modified based on the needs of the Immersion Camp program. While the question sheet for interviews, the researcher made a structured interview consisting of 5 questions.

The data obtained from the questionnaire were analyzed by calculating the mean for each question using SPSS version 16.0 and the formula of mean is :

$$\text{Mean} = \frac{\text{Total Student Scores}}{\text{Total students}}$$

A five-point Likert scale is used to measure the level and type of learning motivation of the subject. The scale is used in the questionnaire to determine the level of agree or disagree with students' answers based on the following criteria. While the data from the interview results will be analyzed using descriptive qualitative methods. The results of the interviews are used to support the results of the questionnaire and also triangulation means of data collection.

RESULT AND DISCUSSION

Based on the result of the questionnaires, the following table presents 5 statements items about intrinsic motivation, their means scores, and their corresponding motivation level which were serve as the basis for further interpretation and explanation.

Table 1.3 Intrinsic Motivation

No	Intrinsic Motivation	Mean	Rating of Motivational level
1.	I Learn English in order to improve my English language skills.	4,60	High
2.	Learning English will allow me to be more at ease with English Speakers.	4,40	High
3.	Learning English allows me to participate more freely in the activities of other cultural groups.	4,00	High
4.	I learn English because it is something that I always want to do.	4,30	High
5.	I study English because I enjoy learning it.	3,90	High
	Total	4,24	High

Table 1.3 above shows the result of questionnaire related to English students' intrinsic motivation. The data from the table shows that the total mean for intrinsic motivation is high in rating of motivational level. The total score is 4,24.

Based on the result of the questionnaires, the following table presents 5 statements items about extrinsic motivation, their means scores, and their corresponding motivation level which were serve as the basis for further interpretation and explanation.

Table 1.4 Extrinsic Motivation

No	Extrinsic Motivation	Mean	Rating of Motivational level
1.	Learning English is useful in getting a good job.	4,25	High
2.	I learn English because I need it to further my studies overseas.	3,85	High
3.	I study English because I want to do well in my examination.	3,70	High
4.	I want to be able to communicate with strangers [foreigners] and want to go abroad. It is one of my dream.	4,45	High
5.	I feel that no one is really educated unless he is fluent in English language.	2,55	Moderate
	Total	3,76	High

Based on the table 1.4 above, it can be seen that the total mean score for extrinsic score is 3.76. It means that students' extrinsic motivation is in still high level.

Based on the data presented above, it can be concluded that most students when participating in the immersion camp program have the motivation to learn English through their intrinsic motivation. According to Harmer (2007:98) intrinsic motivation comes from within individual.. However, there is an interesting case found from this study, English students, when they learn English through the English Immersion Camp, they are motivated to learn not because they are happy to learn English. This is evident from statement number 5 (I study English because I enjoy learning it) which gets a score of 3.90. Although this score is still included in the high rating of motivational level category, this score is the lowest of all the scores obtained for intrinsic motivation data. The highest score was in statement number 1 (*I Learn English in order to improve my English language skills*).

This proves the impact of the English Immersion Camp program on the motivation that comes from within these students. Students who learn English not because they like to learn it, but when they have joined the English Immersion Camp where in the program students are prepared an environment full of English, students are accustomed to speaking English, it actually makes them

"perforce" to use English in every activity they do in the program. This is directly proportional to the meaning of the English Immersion Camp. English Immersion Camp (EIC) is an English learning program where language learners are totally surrounded or immersed by the language they are learning (FPHLCC Language Program Handbook Development Team, 2010). Based on the understanding of the English Immersion Camp, the researchers found the reason why statement number 1 (*I Learn English in order to improve my English language skills*) was the biggest motivation with a score of 4.60 that emerged from students in learning English through the English Immersion Camp.

Furthermore, from the data presented above, it can be concluded that English students of Muhammadiyah University of North Maluku also have extrinsic motivation in learning English through the English Immersion Camp. Extrinsic motivation is a type of motivation that is derived from outside the student. Harmer (2007: 98) states that extrinsic motivation is the result of a number of external factors, for example having to pass an exam, the expectation of financial rewards or the possibility of future travel.

There are several extrinsic factors affecting students. Motivation such as students are motivated to learn English because they want to achieve their goals, for example, they want to get good scores on the final exam, they want to get a good job, and the biggest motivation is statement number 4 on extrinsic motivation (*I want to be able to communicate with strangers [foreigners] and want to go abroad. It is one of my dream*) with a score of 4.45. Once again, this proves that the habituation of English and the creation of an English environment in the English Immersion Camp Program can motivate students to continue improving their English skills to be able to achieve one of their goals and dreams, that is being able to communicate with foreigners and also be able to go abroad.

Meanwhile, for the results of interviews with Immersion Camp participants, the answers below were found:

For question number 2 (*What do you think about Immersion Camp?*) aims to find out participants' opinions regarding the English Immersion Camp program, the answers are found:

Learning activities at Immersion camp are different from learning activities in class where maybe some students feel bored and the activities are very interesting to improve speaking skills and also increase self-confidence (Participant 1)

Immersion Camp can improve English skills, improve vocabulary and the activities are very fun because you can communicate directly with friends using English (Participant 2)

For the next question, the researcher wanted to know the feelings or effects of the immersion camp on the participants. The question number 4 (*How do you feel after joining Immersion Camp?*) gets the answer:

There must be a change that is felt. There I am accustomed and forced to use English and I am not allowed to use Indonesian and it carries over when I return home and become a habit of using English (Participant 1)

There was an increase in speaking and even motivation to return to learning again related to English (Participant 2)

The last question that was asked by the researcher was the expectations of participants for the immersion camp program in the future, namely question number 5 (*What is your expectations about this program?*), that is:

I hope this program will be better if it is set in our study program, but not all lecturers do the program, maybe only 1 or 2 lecturers related to the courses being taught. And I also hope that this program can continue in the English Department (Participant 1)

Hope this program is further developed and hope not only done for one course, because this program is really useful where in that program students become bolder and more confident (Participant 2)

CONCLUSION

Based on the data presented in the research findings it shows that the total average score of students' intrinsic motivation is 4,24 with high statement (*I Learn English in order to improve my English language skills*) and student extrinsic motivation is 3,76 with high statement (*I want to be able to communicate with strangers [foreigners] and want to go abroad. It is one of my dream*) and this is a high ranking in the motivation level ranking.. The data from interview in this research also shows that students need an English learning program that can develop and improve their ability to communicate in English confidently and in the right way to motivate them in the process of learning English.

In accordance with this research, several suggestions will be put forward to all readers and also to the English Department of the Muhammadiyah University of North Maluku, they are:

1. The English Immersion Camp program can be a permanent program in the process of teaching and learning English at the English Department.
2. As lecturers, they can create new programs in teaching English in the classroom so that it can increase student motivation to learn English.
3. Reactivating the English Day program, not just once a week, but also three times a week.

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