



## Determinant Factors Influencing Students' Motivation to Study at Informal Institution English Study Centre

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### **Abstract**

English proficiency that has been taught since elementary, middle, and high school not giving significant impact for the graduates, they are not capable yet to master the oral and writing English proficiency. As requirement skill that must be mastered, the graduates try to get it by taking a course in informal education. Received in workplace, received in official school, also be more ready through the higher education level. Qualitative method was used to elaborate the data by interviewing the students of the course. Giving questionnaire and interviewing the students of the courses by random sampling to get the data analysis. There were many students need the English proficiency to get job easier, also there were many success stories from the previous member who had studied created the customer believe, the customer believe created word of mouth and customer satisfaction, also different methods they got during the program create their motivation to learn and finish the program became the determinant factors influencing the student motivation to choose and study at English study center.

**Keywords:** *Students' Motivation; Intrinsic and Extrinsic Motivation; Customer Believe; Word of Mouth; Customer Satisfaction*

### **1.Introduction**

The issue of teaching English in Indonesia is often associated with the failure of high school graduates in acquiring English language skills due to their limited abilities. This problem is often associated with teachers' lack of teaching methods, inflexible classroom engagement, and students' lack of motivation to participate in the English language classes (Tambunsaribu and Galingging, 2021). Until now English is still considered hard to master to the fullest. Most of high school students in Indonesia perceive that learning English at formal school does not provide much input. This assumption makes some students feel demotivated to improve their English skills.

In relation to the above issue, Dornyei (1998) states motivation plays an important role in sustaining one's success in foreign language learning. With the lack of motivation individual learners will not be able to accomplish their own learning goals (Dornyei, 1998). Students who felt that the classroom activities suit their learning goals will be more highly motivated to learn more successfully than those who are only learning language for pro-forma purposes.

In general, the lack of quality teaching of English in high school results in the establishment of mushrooming private English language courses in Mataram. These private courses are characterized using flexible curricula. They are typically provided with unique and fun learning activities. They are also supplied with learning materials developed based on students' needs and interests. Such an approach has brought about some positive consequences: many high school students and individual graduates join the courses enthusiastically.

To investigate determining factors that influence individuals' motivation to learn English beyond their formal education institutions, the authors conducted the current study in Mataram, the provincial capital of NTB. The authors have identified a great number of non-formal English course institutions. However, they are interested in examining the one of fast-growing English language course. This institution was established in 2011 but it has substantial number of students. It was estimated that there were 9000 students registered in. For that purpose, the authors propose the general research question for the study as follows: "*What Determinant factors influencing students' motivation to study at English study center?*" The authors hope this study can provide information for teachers and educators concerning motivational factors that boost students' learning participation in learning English.

## **2. Literature Review**

### **2.1 Students Motivation**

Motivation is described as a desire or tendency to engage and continue with a task. (Schunk & Pintrich, 2012). Although it is a simple word, motivation can be challenging to define. The ability to be motivated is seen to be a crucial component of completing tasks successfully. Almost every work that is done involves encouragement to do one's finest work as well as drive to get things done. To put it another way, motivation might be defined as the movement that prompts someone to do action. Students that lack motivation are not engaged in learning activities and do not feel inspired or stimulated to adopt new behaviors.

Learning English as a foreign language is challenging in nature. Students will learn English the best they can if they are driven to do so. They will make a great effort to learn English. However, they won't pay attention or show any interest if they aren't motivated to study. As a result, it is believed that motivation is as important as having the ability to properly learn the target language. The most crucial element in determining a student's desire to learn English is motivation. Student engagement and success in the learning process are correlated with their motivation. As (Dornyei, 1998). said that fun and excitement are the reasons for people in doing something.

Teachers can inspire their students to study by stimulating their desire for engagement. Students who are motivated to learn are more likely to learn English at best. A specific amount of motivation used by language learners is inherently related to a successful language learning process. In other words, according to (Dornyei, 1998), motivation determines why people choose to undertake something as well as how long and how hard they are willing to pursue it. The decision to take a specific action, the perseverance with it, and the amount of work put out in it are also reflections of motivation. When the teacher can give best experiences in the teaching and learning proses, students will be highly stimulated to learn the language. It is therefore important for the teacher or the facilitator to create a pleasant learning method that stimulates the student's learning motivation in the learning process. This signifies that the teacher is demanded not only to have good knowledge of the learning materials but to acquire pedagogical knowledge that can be used to stimulate students to learn the target language.

## 2.2 Intrinsic Motivation

Humans have a tendency to engage in things that stimulate their attention. Intrinsic and extrinsic motivations are the two fundamental types of motivation that lead human actions (Deci & Ryan, 2000). When people are motivated from within, they frequently perform and interact at high levels (Deci & Ryan, 2000). The willingness to participate in activities out of internal pleasure is known as intrinsic motivation. A student who enjoys reading an English history textbook, for example, can be an illustration of intrinsic drive.

The willingness to learn on one's own is an example of intrinsic motivation. A student who is intrinsically motivated does not require punishments or rewards to motivate them. According to (Santrock, 2004.), intrinsic motivation refers to the inherent drive to act in response to an internal desire or feeling. For instance, a student might study English because they appreciate or love learning the language. The urge for a person to work toward a goal that comes from within is known as intrinsic motivation. When students are intrinsically driven, they act accordingly in the classroom. Because they like and like learning English, they want to learn it. When someone has the intrinsic motivation, regardless of the material, the method, the situation of learning used by the teacher, they will always be enthusiastic.

## 2.3 Extrinsic Motivation

Extrinsic motivation is the urge for individuals to engage in activities in order to obtain benefits aside from the work at hand (Vansteenkiste& Deci, 2006). Examples of extrinsic incentive include receiving medals for winning races, chocolate rewards, extra recess time for good behavior, gift cards for leisure reading, and doing homework to avoid a punishment. According to (Good & Lavigne, 2017), the methods suggested for addressing the value components of classroom motivation are, in some ways, the simplest, most direct, and most adaptable.

In line with (Gardner, 1985), Extrinsic motivation: influenced by outside forces like peer pressure, the role of the teacher, and the surroundings. Extrinsic motivation comes from a variety of reasons that are outside the control of the teacher, such as a student's desire to impress their parents or other external authorities, their desire to perform well on an internal exam, or peer pressure. However, teacher action (Penny, 1996) undoubtedly has an impact on other sources. Extrinsic motivation can be summed up as being brought on by a variety of external reasons, such as achievement or reward, or as originating from someone else. The examples for this are the pressure to do well on the test, the desire for financial gain, or the prospect of higher levels. Therefore, it's crucial to provide students with motivation in the learning process so that they will be more well directed to learn.

## 2.4 Customer Believe

Trust is described as a belief in someone or one's product (Ganesan, 1994). Basically, customer trust is the ability of a service provider to deliver on their commitments to clients and can be depended upon. When a corporation offers services to customers, trust is a belief that customers have in that organization's competence, moral character, and demeanor. Consumer attitudes demonstrate their willingness to depend on the business. The basis of a developing relationship between buyers and sellers is customer's trust in buying and selling things or services. In this case, this English study center succeed to create customer believe by created satisfaction for customers. Satisfied customers would bring their friends through words of mouth.

## 2.5 Word of Mouth

(Ruhamak&Rahayu, 2016) describes word of mouth is a message spread by people based on their interactions with a company's goods and services. Word-of-mouth marketing is described similarly by

(Julianti&Junaidi, 2020) as a sincere and successful conversational marketing strategy for companies to lower their advertising expense. Word-of-mouth marketing is crucial for organizations because it encourages customers to use products and services again when they have great things to say about them (Leonard, 2017). Systems for electronic word-of-mouth are crucial to e-commerce. With the use of e-WOM, customers may quickly access available product information and decide whether to buy without actually handling the products or services. (Zhao, Wang, & Zhou, 2015). Getting client pleasure is one strategy for generating reviews. In the long run, a company's satisfied customers encourage positive word-of-mouth, which results in more people using and purchasing its goods and services. One of the best criteria for potential future profitability is believed to be customer satisfaction. Increased word of mouth will give clients a cause to talk positively about one's goods or services (Santoso et al., 2021).

## **2.6 Customers Satisfaction**

According to (Ataburo et al., 2017), customer satisfaction is defined as a measure of how well consumer needs are met. According to (Minarti&Segoro, 2014), customer satisfaction is a consumer's attitudes, ratings, and emotional reactions after making a purchase.

## **3. Research Method**

This research was conducted in one of English study center located in Mataram City. The timeline of the study was from 1<sup>st</sup> of March to 29<sup>th</sup> of April 2022. The authors intended to conduct research and seek a deeper understanding of the learner's experiences to learn English in this in this course. To get the quantitative survey data, the authors created an online questionnaire. The authors asked the respondents to fill in the first part of the questionnaire regarding the participants' demographic information, i.e., gender, age, and length of learning English, the second part asked the respondents to choose options concerning their motivation to study English and their perceived difficulties. Respondents of the study were 100 students and alumni coming from all over West Nusa Tenggara. The rationale for taking 100 respondents for the study is in a survey study. The minimum ideal sample were 100 respondents (Ary et al., 2010), These respondents participated in the survey using Google Forms. Upon 100 questionnaires sent, only 92 were returned.

The authors used the survey method because it is widely employed to reveal people's opinions, attitudes, preferences, and perceptions (Gall, Gall and Borg, 2014). Before sending the survey questionnaire, the authors sought validation of his instrument from their colleagues for the purpose of strengthening the validity of the instrument used for the study. There were 7 statements/questions in the survey instrument. These statements/questions are aimed to reveal respondents' motivation and level of satisfaction with the services provided.

After the data from the questionnaire were obtained, the researcher followed up the research activity by conducting structured interviews with several English learners. The authors employed a structured interview to get the qualitative data that complemented with the survey data aforementioned. The interview was allocated about 15 minutes to 20 minutes for each participant. The authors recorded the interviews to ease the data collection. The recording was done upon the approval of the participants. To maintain the privacy of the participants, the authors kept the participants' identity secrecy. Their names were coded. For example, FS1 simply means female student-1, whereas MS1 means male student 1.

In analyzing the data obtained, the authors utilized two major sources of data: questionnaires and interview data. These two categories of data were taken from participants who studied in this institution. Pertaining to the questionnaire data, the analysis was done descriptively by calculating the percentage of occurrence in the Google Form output. The authors employed a simple percentage calculation to analyze

the data from the survey. The survey results from the questionnaire were then analyzed to see what motivated participants to learn. The interview data were analyzed qualitatively to support the survey findings.

#### 4. Findings and Discussion

This data is related to internal motivation in which the authors explained description of the data. Some of the data below represents the intrinsic motivational findings that students have. Of a total of 92 respondents participated in this study, 55.4% of them strongly agree that studying English is fundamental for them since it enables students to interact with people from different part of the world; while 43.5 % agree to the same thought and the rest have no intrinsic motivation in learning English. UNESCO (2019) report underscores that while multilingualism is essential, English proficiency is crucial for individuals to participate fully in the globalized world, access information and opportunities, and engage in meaningful cross-cultural exchanges.

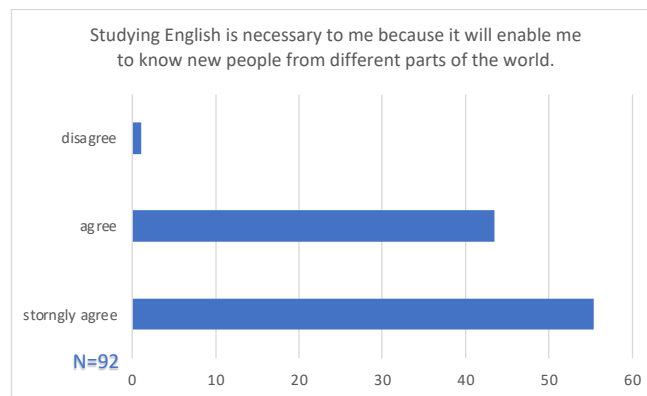


Figure 1.1

The second findings concerning the analysis of demographic data show from 92 students, 52,2% students had strongly agreed with statement while 47,8% students also had agreed with the statement, that employing English to extend their outlook.

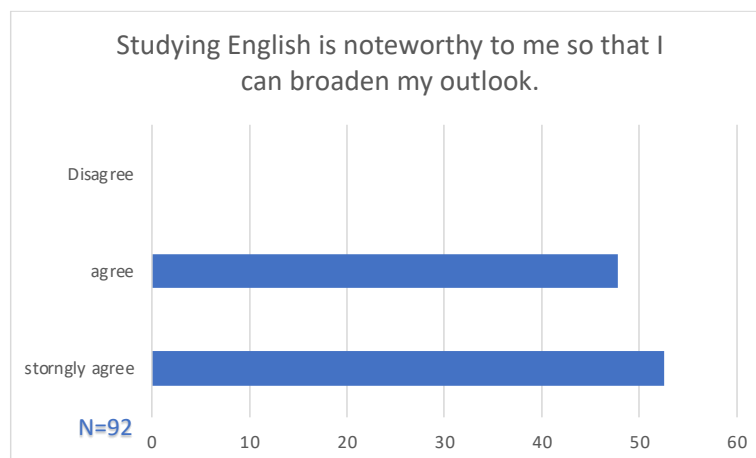


Figure 1.2

The third finding reveals that, out of 92 students, 64.1% strongly agreed with the statement, 34.8% agreed that mastering English is important so they can follow TV, radio, and movies with English subtitles, and only 1.1% did not have any intrinsic motivation to learn the language.

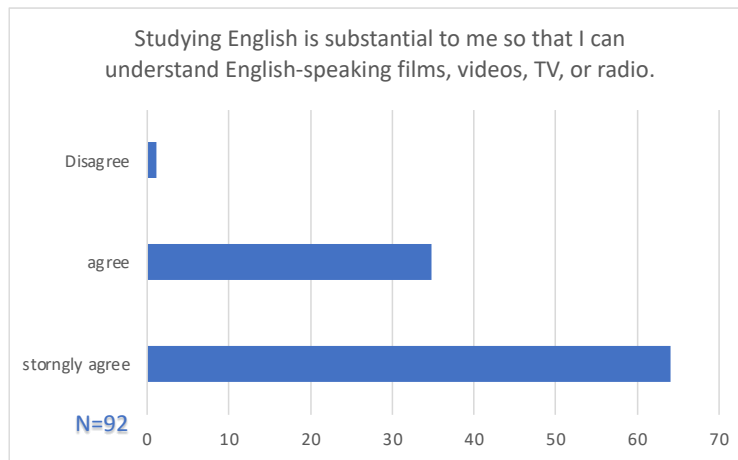


Figure 1.3

The authors conclude from some demographic data that 57% of students who studied at informal study centers had high intrinsic motivation, 42% also had intrinsic motivation, and the rest, around 1%, had no intrinsic motivation. We can draw the conclusion that a large percentage of students who attended an informal English study center had strong internal motivation that drove them to learn and broaden their understanding of the English language.

This data is related to external motivation in which the authors explained description of the data. Some of the data below represents the intrinsic motivational findings that students have. Of a total of 92 respondents participated in this study, of a total of 92 respondents participated in this study, 55.4% of them strongly agree that studying English is important for them since it allows them to communicate with persons from all around the world to get some opportunities while 43.5 % agree to the same thought and the rest have no idea about it.

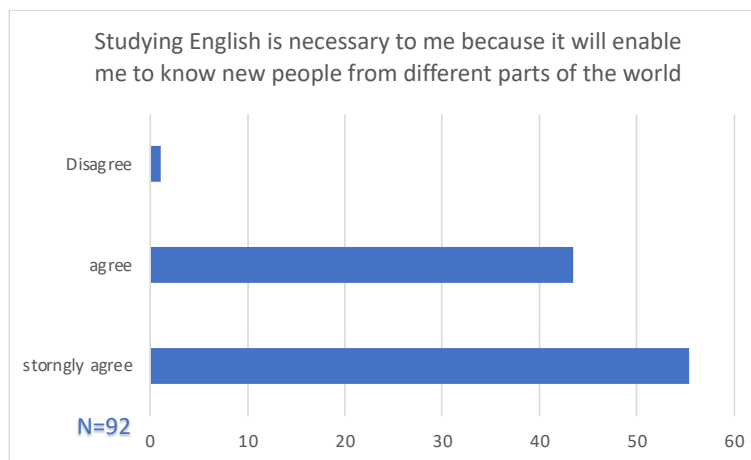


Figure 2.1

The second findings concerning the analysis of demographic data show from 92 students, 71.7% strongly agree and 26.1% students also agreed with the concept of studying English can support their study and career in the future. While the rest of respondent 1,1% disagree with it.

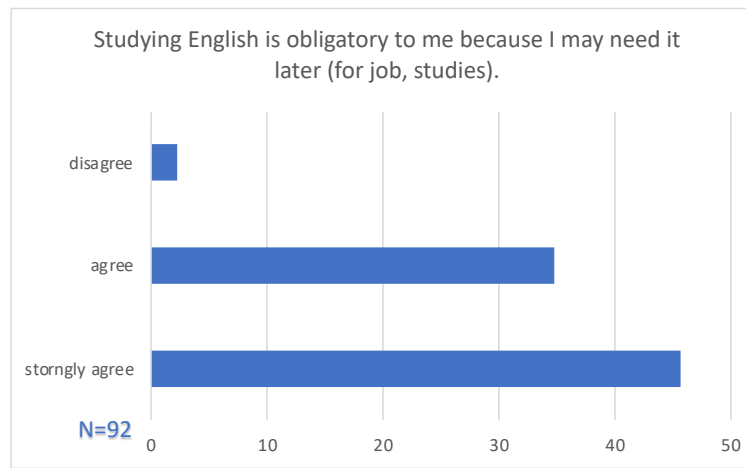


Figure 2.2

The third demographic analysis finding reveals that 51.1% and 45.7% both strongly believe that an educated individual should be able to speak English. From those observations, the author draws the conclusion that students' extrinsic incentive to learn English was strong, serving as justification for doing so in order to get ready for and fulfil their goals, whether academic or professional.

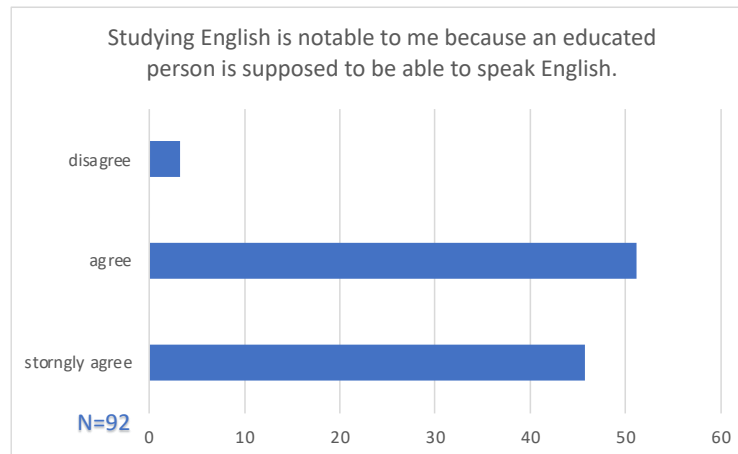


Figure 2.3

The conclusions involving the analysis of demographic data of figure 3 indicated that respondents' perceived satisfaction, Of a total of 92 respondents, 25% strongly agreed and 18.5% agreed with their ability that they received after they studied in this institution, and they felt that this ability already could help them achieve their ambitions, most of them who had motivation to get job, while 37% strongly disagreed and 19,6% strongly disagreed with the satisfaction ability that they got. They wanted to improve their ability for a higher level of understanding of English., in line with (Park, J. (2018) suggestion about English proficiency can contribute to career advancement opportunities. It highlights that individuals with higher English language skills often have access to better job positions, promotions, and increased opportunities for professional growth.

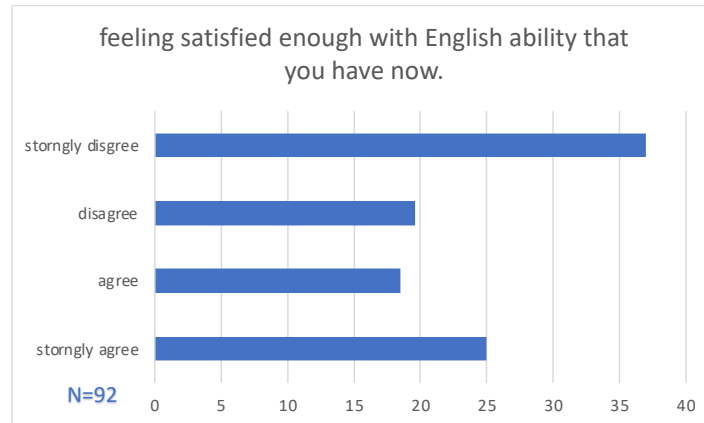


Figure 3

The results of the interviews complement the demographic data above. Eighty percent of the participants who came from high school and vocational high school, stated that their schools did not give enough English learning activities that support their needs. MS5 said, “*Our school does not help students to learn English. Students learn English as they like*” FS7 agreed with this statement, “*Many of my friends do not have the ability to speak,*” FS6 state students in her school experienced similarly. From the interviews, it was also known that teachers did not speak English in the classroom. They only spoke Bahasa Indonesia. Further, it was found that few students received good training in using English for communication. For that reason, FS8 explained that many of her friends, who were not familiar with English felt frustrated. Surprisingly, FS8 and MS9 stated that they despised English class and preferred not attending it. Students' awareness of the importance of English to support the future becomes a driving force for taking English courses.

### Conclusions

According to the findings above, the factors that most strongly influence students' motivation to study at an informal institution are their internal and external drives, which we refer to as intrinsic motivation and extrinsic motivation. These drives encourage them to enrol in additional courses where the environment, teaching and learning methods, teaching strategies, and community can support the program that they successfully complete. We can conclude that a combination of internal and external factors influences students' motivation to study English. For teachers and administrators to create successful language learning programs that stimulate and maintain students' motivation in their English language learning journey, it is essential to understand and accept the interplay between these components.

### Authors' Contributions

This study involves two authors, the first author collected the data, analyzed, and wrote the manuscript and the second author as the reviewer.

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