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A STUDY OF SCIENCE STUDENTS' MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE (EFL) AT THE DARUL HIKMAH LANGUAGE DORMITORY

by

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Abstract:

Motivation is an essential factor in teaching and learning activities. English is learned as a foreign language and is essential in every aspect, especially education. The researcher explored this study because he saw the enthusiasm of science students toward English. The purpose of this research is to find out what motivation the students majoring in science have. This research uses a descriptive qualitative design. In this study, the researcher examined two 32 students majoring in IPA MAN 1 Probolinggo d in learning English as a foreign language at the Darul Hikmah language dormitory: extrinsic motivation Data were collected through observation and interviews with ten questions to the participants. The researcher analyzed the data using the thematic analysis method. Based on the findings, the results of this study show that students have good extrinsic and intrinsic motivation. The extrinsic motivation possessed by students in this study is encouragement from parents, the desire to get a good job, and motivation from students of Darul Hikmah Islamic Boarding School who interact using English. For students, intrinsic motivation is the desire to interact fluently using English and open private lessons. In addition, the interview results show that the teacher's role also influences the students' learning process.

Keywords: Foreign Language; motivation; science students

Abstrak:

Motivasi merupakan faktor penting dalam kegiatan belajar mengajar. Bahasa Inggris dipelajari sebagai bahasa asing dan sangat penting dalam setiap aspek, terutama pendidikan. Peneliti mengeksplorasi penelitian ini karena melihat antusiasme mahasiswa sains terhadap bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui motivasi apa yang dimiliki mahasiswa jurusan IPA. Penelitian ini menggunakan desain kualitatif deskriptif. Dalam penelitian ini, peneliti meneliti dua 32 mahasiswa jurusan IPA MAN 1 Probolinggo d dalam belajar bahasa Inggris sebagai bahasa asing di asrama bahasa Darul Hikmah: motivasi ekstrinsik Data dikumpulkan melalui observasi dan wawancara dengan sepuluh pertanyaan kepada peserta. Peneliti menganalisis data dengan menggunakan metode analisis tematik. Berdasarkan temuan, hasil penelitian ini menunjukkan bahwa siswa memiliki motivasi ekstrinsik dan intrinsik yang baik. Motivasi ekstrinsik yang dimiliki oleh siswa dalam penelitian ini adalah dorongan dari orang tua, keinginan untuk mendapatkan pekerjaan yang baik, dan motivasi dari siswa Pondok Pesantren Darul Hikmah yang berinteraksi menggunakan bahasa Inggris. Bagi siswa, motivasi intrinsik adalah keinginan untuk berinteraksi dengan lancar menggunakan

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bahasa Inggris dan pelajaran privat terbuka. Selain itu, hasil wawancara menunjukkan bahwa peran guru juga mempengaruhi proses belajar siswa.

Kata kunci: *motivasi, Bahasa Asing, mahasiswa IPA*

INTRODUCTION

All levels of education facilitate foreign languages (Sun, Y., & Gao, 2020). More than 40% of high school students never show interest or involvement in school, according to a recent study on motivation cited by the National Research Council (Fahmi & Hapzi Ali, 2022). Success in learning a foreign language is influenced by many factors, including intelligence, attitude, ability, and motivation (Rahmat, 2022). Motivation is one of the components that influence the teaching-learning process. According to Li (2022), motivation is essential in reaching several fundamental goals in a student's academic life. According to Amoah and Yeboah (2021), "motivation" is a crucial element or factor in the learning process. Learning and motivation are equally essential to achieve goals. Although motivation drives students to continue their studies, learning allows them to acquire new information and skills. Motivation is a process that begins with a need and ends with behavior that moves an individual closer to achieving a goal (Putri *et al.*, 2024).

Motivation is also an encouragement to start learning a second language. There are always exciting innovations in the teaching and learning process that are directly relevant to the world of education. Therefore, the learning process plays a significant role for the current generation. Through learning, we can prepare ourselves for the best future life with a better quality of life, and English is an international language that is needed, learned, and used by European society to become the whole world (Umpung *et al.*, 2023). English is likewise studied by utilizing heaps of people. This language is likewise used as a mother tongue or second language. It is not just language majors who can study this language; anybody with excessive motivation to research it can study it. Learning a foreign language is a general term that refers to learning a language other than your native language.

This learning can give rise to various situations, including two specific ones. First, the language is socially dominant, and second, the foreign language is not widely spoken in the student's social environment (Ekiz & Kulmetov, 2016). Ivanova *et al.* (2024) claim that motivation is fundamental in second language studying, and it is essential to apprehend

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college students' reasons. If students have high motivation to learn, they will try to understand the lesson, whatever difficulties they face. Meanwhile, a survey conducted in Pakistan by Seven (2019) and Escobar Fandiño et al. (2019) found that a lack of enthusiasm and interest significantly impacts students' L2 learning. Schunk (2021) defines motivation as the extent to which you make choices about goals and the effort you will devote to that pursuit. Motivation is seen as an early learning stimulant in foreign language acquisition, and when students experience challenges during the learning process, it becomes a mood booster to elevate learning efforts and avoid boredom (Li, 2022)

Different motivation theorists categorize motivation into intrinsic motivation and extrinsic motivation. Intrinsic motivation in language learning refers to students' attraction to an activity because of pleasure, interest, or the desire to feel good (Turmudi et al., 2024). Here, students are hooked and learn English based on their inner desires. Intrinsic motivation means that every individual has an urgent need to do something, and new opportunities to achieve predetermined goals that need to be achieved are inherent in cognitive and social development(Turmudi et al.,2024). This means that motivation to be active or functional does not need to be stimulated from within.

On the other hand, extrinsic motivation is activated by stimuli that include rewards such as good grades or external persuasion(Turmudi et al.,2024). Here, when learning English, students are driven by external needs, such as finding a job, taking an exam, or avoiding (Gardner & Glikman, 1982; Raharja & Ashadi, 2019; Tanveer, Farooq, & Ammar, 2017; Muftah & Rafic-Galea, 2013; Hayikaleng et al., 2016; Aminah & Nugraha, 2021). In addition, Sin and Hudayani (2020) state that intrinsic motivation comes from within an individual. A person's motivation may be the pleasure of the learning process or the desire to feel good. Motivation comes from within the individual, not external or extrinsic rewards such as money or grades.

On the other hand, extrinsic motivation also influences student learning. Sin and Hudayani (2020) state that "extrinsic motivation results from various external factors." These external factors include rewards and punishments. However, extrinsic motivation does not mean that students do not enjoy learning and completing tasks. It just means that even if the work you have to do has little or no interest, the pleasure you expect from external rewards

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will continue to motivate you. Wang, 2023 argues that motivation plays an essential role in the initiation stage of second language (L2) acquisition and divides motivation into two different forms: intrinsic and extrinsic. Students' interests and desires are determined by their intrinsic motivation. Intrinsically motivated students gain satisfaction by participating in activities, developing skills, or taking courses for the sole purpose of learning, and they show perseverance in achieving their goals. Decreased motivation can affect learners' ability to concentrate and engage in learning. Learning allows students to acquire new information and skills, and motivation encourages students to continue progressing along this educational path.

According to research by Hadi (2021), English is also a foreign language and is the language most frequently used in communication worldwide, so it is necessary for students to study and master English after high school or at their equivalent. Because English is a second language and is not often used for daily communication, learning it will require all learners' efforts. Students' motivation has an impact on their English language proficiency. Student motivation is crucial in achieving academic success and will undoubtedly positively impact students' learning ability. In addition, Umpung et al. (2023) state that English as a foreign language is taught at various education levels in Indonesia, from elementary school to university. English learning develops students' ability to use English situationally in their lives, according to their situations and circumstances, and students acquire reading, listening, writing, and speaking skills in English. Moreover, learning English at school and in the workplace is very important because people worldwide exchange information in English on various topics, including knowledge. This forces people, especially students, to learn English.

Darul Hikmah is a hostel that facilitates English language learning. This aims to help students in dormitories master foreign languages, especially English. Darul Hikmah Dormitory has several students, including nine from MAN 1 Probolinggo, seven from the language department, and two from the science department. Researchers are interested in studying science students who desire to study English at the Darul Hikmah dormitory. This is comparable to Fahmi and Ali (2022), who asserts that motivation plays a significant role in influencing a student's decision to begin a task, his level of effort, and the duration of his persistence. Numerous factors contribute to this complex phenomenon, such as personal

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motivation, the need for success and achievement, curiosity, stimulation, and new experiences.

When people need to expand their abilities to adapt to the globalized world of work, the education system also needs to undergo dramatic changes and reforms. This phenomenon happens often in foreign language learning, especially English, the world's vanguard language in education, technology, science, and national communication. It also relates to individual concern and motivation in learning English as a foreign language (Kimesiz, 2024). Permanent (2024) emphasizes the importance of foreign language teaching knowledge over English language knowledge and that non-native English teachers can motivate and support EFL/ESL learners by participating in the same culture and experiences.

Without the Influence of motivation in language learning, a holistic view of the problem cannot be fully formed. Evidence shows that motivation and a positive attitude influence learning a foreign second language (L2). This is because when students are motivated to learn a language, they perform better, and learning becomes easier (Ekiz & Kulmetov, 2016). Learning a foreign language in an informal setting can be difficult, especially when learners have little interaction and contact with the language in their native language. As Ekiz and Kulmetov (2016), "Learning occurs gradually as a series of relationships are established between language and meaning, and between linguistic forms."

Based on the research background, researchers want to know primary science students' motivation for learning English. Scholars must share their thoughts with international readers as a scholarly publishing portfolio (Turmudi, 2020). Therefore, the problem of this research is formulated in the question, "**What kind of motivation do science major students have in learning English?**"

METHOD

Design

In this study, researchers used a qualitative descriptive method. Concerning the purpose of this study, this design is considered appropriate because it is a way to explain or analyze research results but is not intended to draw broader conclusions (Apsari, 2017). Thus,

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descriptive qualitative research uses techniques to search, classify, and analyze natural phenomena. According to this, this is done to identify students' desires to learn English, both intrinsic and extrinsic.

Participant

The participants in this study were two out of 32 students majoring in science who chose to live in a dormitory and learn English rather than living at home and choosing to learn English at school. Both participants must have reasons why they prefer to learn English in the dormitory; all students are language majors. Both participants were willing to be involved in this research. The main focus of this research is to explore the intrinsic and extrinsic motivations of the two students.

Instrument

The instruments used in this research include interviews and observations to collect data about the subject. The researcher conducted observations to obtain interview data from the interviewees. The interview lasted about 40 to 60 minutes. In conducting interviews, researchers used English and Indonesian to facilitate data acquisition and avoid misunderstandings between researchers and interviewees. The researcher asked ten questions about the reasons and other factors that encourage students to live in dormitories to deepen their English learning.

Data collection

In this study, researchers conducted observations of the Darul Hikmah Dormitory to meet the two participants and conduct interviews related to this research. Researchers conducted face-to-face interviews with the interviewees, asking them the same questions. During the interview, the researcher recorded all the answers given by the interviewees. The researcher also did not forget to use a cellphone to record the source's voice so that the researcher could easily ensure the validity of the data that had been written. After completing the interview session, the researcher collected some information obtained from both sources during the interview. When conducting interviews, researchers asked both interviewees questions in English. Then, after completing the interview session, the researcher confirmed

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the answers the interviewees had answered using Indonesian to broaden their understanding and minimize misunderstandings and errors in processing data.

Data analysis

In this study, researchers analyzed the data using the thematic analysis method. Following the explanation of (Victoria Place, 2012), conducting thematic analysis through 6 steps: (1) Familiarization of researchers with the results of the data obtained. Researchers can re-listen to participant recordings and transcribe all interview data from participants. (2) Creating codes. Researchers grouped the interview data and coded it according to the research objectives. (3) Determining themes. At this stage, the researcher classifies the codes that appear. After that, the researcher made an initial code to make the construct easy to find and recognize. The researcher deleted the codes that were not related to the theme and combined the related codes into one with the next theme. (4) Revisiting the themes. The researcher revisited the themes identified in the third section, re-examining them to assess their relevance to the research. (5) Defining and naming themes. After initially coding all the data and classifying the codes into themes, then defining and naming the themes concisely. (6) Making a report. After identifying the main themes and subthemes, the researcher made a report on the themes that emerged. The researcher compiled a research report in the results section. Simultaneously, when citing sources, the authors employ an offline automatic model of Mendeley Desktop to secure in-text validity and a list of references (Turmudi, 2020).

RESULT AND DISCUSSION

Result

This study tries to determine the motivation of science students in learning English at Darul Hikmah language dormitory, both intrinsic and extrinsic motivation. The researcher used interviews to obtain data by asking the participants ten prepared questions. In this study, the researcher summarized the results of interviews with both participants and took points related to the research. The following are the results of the interviews of the two participants, which contain the motivation and reasons for students to learn English:

The first reason for participants to learn English in the hostel

The results of the interviews show several reasons. The first reason students have

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when they first take part in learning English in Darul Hikmah dormitory starts from the encouragement or role of their respective parents. Participant 1: "At first I was forced because of my parents' pressure. If I refused to live in the dormitory, I would be married off." revealed that they initially felt forced to learn English due to parental pressure, which began with the threat of being married off if they did not agree to live in the dormitory. This situation highlights the social pressure that is common when parents impose specific educational goals as a condition for independence or delaying marriage, especially in cultures where early marriage may be expected. Participant (2) made a similar point, citing parental expectations as the main reason for learning English in boarding schools. The emphasis on learning English in this context may reflect broader aspirations toward the academic or career opportunities that proficiency in the language can provide. "Initially, I was forced to learn English in the dormitory because of pressure from my parents, who wanted me to learn English."

Reasons why students choose to study English as a foreign language.

In the interviews, both participants recognized English as an essential tool for global communication. Both participants implied that learning English is about acquiring a skill, shaping personal identity, and achieving life goals. Participant (2)'s sentiment about realizing their dreams through English proficiency underscores how language learning can be deeply connected to self-fulfillment and personal achievement. "I want to travel the world; besides, I can communicate with people abroad. English can also be the basis of our education when studying abroad. Besides, English is also essential nowadays for preparing for the future.

Furthermore, I feel that by learning English, I can realize my dream of traveling around the world". Participant (1) also said some reasons for learning English, which includes its status as an international language, "Because English is an international language. Nowadays, many job vacancies are open for people with foreign language skills, especially English, so I want to learn more in English. Besides that, we can also learn various kinds of English. Language-based access and the ability to communicate with outsiders are also needed."

The Participant's goal is to learn English.

Participant (1) expressed clear career goals for becoming an English teacher and

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offering private lessons. Their motivation centered on developing strong language skills to excel in their future profession, highlighting practical and professional aspirations. "I want to be an English teacher and give private lessons. So I have to develop my language learning as much as possible". Participant (2) had a different perspective, expressing an interest in learning English alongside their studies in science. Their goal was to complement their scientific knowledge with English proficiency, recognizing the value of language skills in expanding their educational and career opportunities. "Besides studying science, I also want to learn English, so in addition to having scientific knowledge, I also have language knowledge."

Students' motivation in learning English in language boarding schools.

Participant 1: "Seeing the dormitory children communicate using English, I became motivated and wanted to communicate using English too. In addition, I am also motivated by one of the language teachers who teaches at Darul Hikmah dormitory. I also want to be successful like him. After I did that, I felt that learning English was fun, that's how I started to like learning English. I also enjoy learning English in the dormitory because the learning style is not boring. "There we learn theory, practice, and games." Participant 2 "I consider English important for the future. In addition, I can communicate with outsiders later.

Furthermore, seeing the dormitory children actively communicating using English inspired me to be enthusiastic about learning so that my English skills would improve." "At first, I thought learning English was difficult, but after entering the dormitory and doing the activities, I found that I enjoyed it, and it was not as difficult as I imagined." Both participants recognized the dormitory environment as a catalyst for increased English use, seeing a significant change from the minimal English interactions before joining the dormitory. The participants reflected on the transformative impact of living in a boarding school on their English language skills and motivation. They said that before.

What is the Influence of Islamic boarding school language on participant motivation?

In the results of the interviews that were conducted, Participant (1) "Previously, I never interacted using English with my friends. However, after I lived in the dormitory, I could use English to interact with other dormitory friends. In addition, the activities in the

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dormitory greatly influenced the development of my English skills". Transformative experience where they initially did not use English when interacting with their friends but started using it after living in the dormitory. This shows that the dormitory environment is essential in fostering an English-speaking community among peers. In addition, the participants recognized that the activities in the dormitory significantly contributed to developing their English language skills. This suggests that structured or informal activities within the dormitory environment, which may include debates, discussions, or casual conversations, facilitate language learning through practical application and social interaction. Participant (2): "In the dormitory, I can use English daily, such as speaking English with friends and language teachers. Besides that, language practice is essential. Because I think that language must be practiced so that we do not forget the various vocabulary we have and have learned." It is important to practice maintaining and expanding their vocabulary. This perspective underscores the active role of language use in consolidating linguistic skills acquired through formal education. The participants' experiences highlighted the integration of English in social interactions with peers and formal settings with language teachers. The dual application of English in informal and formal contexts in a boarding school environment demonstrates a comprehensive approach to language learning, where exposure and practice are intertwined.

The results of the interview summary above are several factors influencing science students' desire to learn languages. There are external factors and internal factors. Thus, the motivation possessed by science students can come from outside or from within the students themselves. From the interview results, it can be concluded that the students started by having extrinsic motivation, and then because they were happy and accustomed to learning English, the participants also had intrinsic motivation from within themselves. Students' extrinsic motivation is due to encouragement or desire from their parents, motivation from the environment such as hearing Darul Hikmah boarding school students interact using English, and so that it is easy to get a job. Meanwhile, intrinsic participant motivation is a desire that comes from within themselves, such as the desire to go abroad, communicate with foreigners, open private English lessons, and become an English teacher. Apart from studying science, participants also want to know the language.

Discussion

Based on these results, science students' motivation in learning English starts from extrinsic motivation, and after learning in the DH dormitory, they enjoy it and finally have the enthusiasm to learn. This shows that student motivation starts from extrinsic motivation, and as time goes by, students' level of science learning becomes high. This shows that they also have intrinsic motivation. Extrinsic motivation is motivation whose factors come from outside, while intrinsic motivation comes from within the student himself. It can be seen from the interviews that students stated that they studied English in the language boarding school under the pressure and orders of their parents. Then, after some time studying, they become motivated due to several factors, namely fun, not monotonous learning, and motivation from the language teacher. Students encourage themselves to master English to be able to communicate with people abroad and be able to apply for jobs quickly. Besides studying science, they can also expand their knowledge by learning English.

Several previous researchers discussed motivation in language learning. The first research was conducted by (Indah Fitriani Kalsum, 2024), titled "Students' Motivation to Learn English at SMPN 5 Lembang Pinrang". The population of this study was all students of SMPN 5 Lembang, while the sample was taken intentionally, with as many as 39 people. In this research, researchers used a quantitative descriptive design a questionnaire as a research instrument, and analyzed using the SPSS Likert scale. Based on the findings of this research, intrinsic motivation received a score of 48%, and extrinsic motivation received a score of 52%. This research obtained intrinsic and extrinsic motivation scores. From the results of calculating student scores, it is known that extrinsic motivation is the dominant type of motivation in learning English. It was found that motivation is one of the factors that supports the English learning process. There is also research from (Pranawengtias, 2022) titled "Motivation of Undergraduate Students to Study English at the Indonesian Technocratic University." The population in this study was 30 Indonesian Technocrat University students, consisting of 10 students majoring in sports education, ten mathematics education students and 10 English language education students. In this research, the researcher used a qualitative method with a research method using a questionnaire as a data collection instrument. The research results show that extrinsic motivation contributes more to student learning motivation (39.66) than intrinsic factors (36.1). Previous research states that students' motivation is more dominant in extrinsic motivation. However, in this study, the researchers found a change in science students' motivation to learn English as a foreign language. It started from external encouragement and became internal encouragement to achieve goals.

CONCLUSION AND IMPLICATION

Conclusion

In conclusion, the results of this study show that students have good motivation. Both extrinsic motivation and intrinsic motivation. It can be seen that motivation has a considerable influence on students. Because with high motivation, students can achieve their desired goals. Apart from studying science, students can also acquire knowledge of language with their motivation. They also hope to be fluent in English when interacting with the person they are talking to. The results of the interviews can also be helpful for other teachers so they are motivated, create a learning atmosphere that is not monotonous, and increase students' enthusiasm for learning. Researchers hope that this research can be an inspiration for prospective students who want to learn English. Researchers also hope that this research can foster the enthusiasm of all students to improve their learning achievements and achieve their desired goals. It is also hoped that this research can become a reference for Darul Hikmah institutions in the future in preparing English language programs that can increase the interest of students who want to learn English. Furthermore, researchers hope this research can provide readers with an understanding of the motivation for learning English as a foreign language. Apart from that, it is also hoped that this research can become an additional reference for further research with a similar research focus by knowing the Influence of motivation on students.

Limitation

This study shows a causal relationship between living in a Darul Hikmah dormitory and shifting from extrinsic to intrinsic motivation in learning English. The study shows a linear shift from extrinsic to intrinsic motivation over time. The study may not have controlled for other factors affecting motivation, such as individual personality traits, academic workload changes, or peer interactions. This study also shows that the results are helpful for teachers in creating a learning atmosphere that is not monotonous, but this study does not have specific recommendations for strategies derived from the findings that educators can implement. In mentioning the potential benefits for Darul Hikmah institutions in designing English language programs, the study does not provide concrete insights or specific program recommendations based on the research findings.

Implication

The environment is an essential factor in the learning period. Students who initially have coercive encouragement from parents to learn English but with a good environment and

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a teacher's way of learning that is not monotonous enjoy and can maximize their abilities in a balanced manner and over time, after undergoing learning experiences in a dynamic environment. Students begin to enjoy learning English until they find internal and personal satisfaction in mastering the language. The progression from externally driven to internally driven motivation among science students learning English positively impacts their learning experiences and outcomes, illustrating the importance of demonstrating intrinsic motivation in an educational environment. The pivotal role of motivation in shaping students' educational journey and the importance of motivation for achieving academic goals, acquiring language proficiency, and cultivating lifelong learning habits.

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