

FOR STUDY, FUTURE CAREER AND RELIGIOUS PRACTICES: FEMALE SANTRIS' MOTIVATIONS FOR LEARNING ENGLISH

Euis Rina Mulyani

euisrinamulyani@gmail.com

English Education Program, Faculty of Language Education, IKIP Siliwangi, Cimahi-Indonesia

Abstract

This paper reports a survey study investigating motivation for learning English of Indonesian female students. The participants were 200 female students of a senior high school of a *pesantren* in West Java, Indonesia who participated voluntarily. The data was gained through close-ended and open-ended questionnaires. The close-ended questionnaire was adapted from Choosri's (2011) instrument. The data from the close-ended questionnaire was analyzed quantitatively involving average score and percentage using Microsoft Excel statistical package; whereas the data from the open-ended questionnaire was analyzed qualitatively using Miles and Huberman's (1994) framework of qualitative data analysis. Based on the data, it was found that the students' motivations were more instrumental than integrative, especially to continue their study to the university level, to broaden their knowledge, achieve good grade/score, and achieve better career. It was also revealed that religious motivation of learning English existed among the students: expecting to be future *pendakwah* 'Muslim preacher' and making *silaturahmi* (knowing more and communicating) with English speaking Muslims.

Keywords: *Instrumental motivation, Integrative motivation, Motivation of learning English, Religious motivation,*

Sari

Artikel ini melaporkan penelitian survey tentang motivasi belajar Bahasa Inggris siswa putri di sekolah setingkat SMA. Penelitian ini menggunakan desain survey. Partisipannya adalah 200 orang siswa putri di sebuah sekolah *Madrasah Aliyah* (MA) yang berada di bawah naungan sebuah pesantren di provinsi Jawa Barat, Indonesia. Para partisipan berpartisipasi dalam penelitian ini secara sukarela. Instrumen penelitiannya adalah kuisioner tertutup dan terbuka. Kuisioner tertutup diadaptasi dari instrumen Choosri (2011). Data yang didapatkan dari kuisioner tertutup dianalisa secara kuantitatif yang meliputi nilai rata-rata dan persentase dengan menggunakan Microsoft Excel; sedangkan data dari kuisioner terbuka dianalisa dengan menggunakan konsep analisis

data kualitatif Miles dan Huberman (1994). Data yang telah dianalisa menunjukkan bahwa motivasi para siswa putri di sekolah tersebut dalam belajar Bahasa Inggris lebih bersifat instrumental daripada integrative, terutama motivasi untuk melanjutkan studi ke tingkat universitas, untuk memperluas pengetahuan, mendapatkan nilai yang baik, serta untuk mendapatkan pekerjaan yang lebih baik. Selain itu, ditemukan pula bahwa di antara mereka ada memiliki motivasi yang bersifat religious, yaitu ingin menjadi pendakwah dan bersilaturahmi dengan Muslim yang berbahasa Inggris.

Kata Kunci: *motivasi belajar Bahasa Inggris, motivasi instrumental, motivasi integrative, motivasi religious*

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This Study

Motivation is an important factor since it can trigger learners to achieve successfulness in a language learning. Students with instrumental motivations take benefit from language learning to reach practical advantages like to get a job and to continue to study to a higher level. In contrast, students with integrative motivation learn a language in order to know more about and to communicate with the target-language communities. Some studies relating to students' motivation in learning English have been found. However, previous works more focused on students at university level and paid less attention to high school students. In addition, studies on female students' motivation of learning English, particularly in Muslim schools, have not been found yet. Therefore, the present study is interested in investigating female students' motivation of learning English; particularly those who live in a pesantren. A pesantren is Indonesian Muslim-community-based education institution consisting of *Kyai* (the top leader of a pesantren), *ustads* 'teachers', *santris* 'students', Islamic studies, students' dormitory, a mosque', and classrooms.

The questionnaires with open-ended and close-ended questions were employed. The close-ended questionnaire was adapted from Choosri's (2011) instrument. The participants of this study were 200 female *santris* (students of a pesantren) who were

studying at the *pesantren*'s senior high school. They participated in this research voluntarily. Finally, the data from the close-ended questionnaire was analyzed quantitatively involving average score and frequency; whereas the data from open-ended questionnaire was analyzed using Miles and Huberman's (1994) framework of qualitative data analysis.

Findings

The finding suggests that majority students were triggered to study English through the instrumental motivation. The students' instrumental motivations are mainly to achieve their desires: (1) to further their study to the college level (higher education), (2) to broaden their knowledge, (3) to get good grade/score, and (4) to get good income. In other words, most students' primary instrumental orientations of learning English focused on study; whereas their secondary motivations were geared towards a decent career. In short, in learning English, most students preferred instrumental motivation to integrative one. The finding gives new insights on how seeing santri's efforts in their English learning to be religious *pendakwah* (Muslim preacher) and to have *silaturahmi* (to know better and communicate) with their foreign Muslim. The findings also revealed the santrians were enthusiastically in their learning vocabularies toward their TOEFL in advanced in their higher education.

Discussion and conclusion

The finding of this study is in line with some previous researches such as Hong (2017). Furthermore, the data from the close ended questionnaire was supported by the data gained from the open-ended questionnaire. The students said that they learned English because it can be a tool to make them easier to continue study to university level and get a decent job. This motivation is probably because many Indonesian colleges and workplaces provide entrance tests such as TOEFL. In addition, the present study also finds a unique finding. Based on the data, it is revealed that some of the students' motivations for learning English are religious: to be *pendakwah* (Muslim preacher) and to have *silaturahmi* overseas. These motivations is integrative motivation because they desire to know more and communicate with English speaking people (specifically with those who are Muslim). This religious motivation is probably influenced by other

factors which are not observed in this research. They are probably influenced by their learning context and environment – the pesantren – which highly uphold Islamic values. Some previous studies such as Hayat (2016) Lamb (2007), and Pham and White (2018) have proved that learning context and environment have important roles in shaping types of students' learning motivation. To conclude, the findings portray santri's primary motivations of learning English are for study; the secondary motivation is future profession reasons; and tertiary motivation is for religious practices. Their motivations are believed to be shaped by various factors including the students learning context and environment.

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Conflict of Interest

No conflict of interest was reported.

About author

Euis Rina Mulyani is a faculty staf at English Education Program, Faculty of Language Education, IKIP Siliwangi, Cimahi-Indonesia. Her research interest is TEFL methodologies. She is reachable at euisrinamulyani@gmail.com

 <https://orcid.org/0000-0001-7672-3799>