

**Young Learners' Motivation in Learning English:
A Survey at Lawawang Village, Masela Island - Southwest Maluku**

Yulina Tiwery

English Education Study Program - PSDKU Pattimura University

Southwest Maluku

Email: yulinatiwerykiryoma@gmail.com

Abstract: Motivation is known as the success key to do and to reach something including the ways a learner learns something. So that, it is very important to conduct this type of research in order to know what kinds of motivation do the young learners have and which kinds of motivation affects mostly the ways they learn English. The research design that the researcher conducted was survey. The sample for this research was taken randomly. It was 20 young learners that consist of 3 people for age 8, 5 people for age 9, 2 people for age 10, 4 people for age 11, 5 people for age 12, and 1 person for age 13. The research was done in October 21st to 28th 2020. The instrument used to collect the data was questionnaire. Each kind of motivation consisted of 5 items. So, the total items that the participants had to fill were 10. Based on the calculation of the total mean score for each kind of motivation namely intrinsic and extrinsic, the result shows in learning English by themselves (autodidact) or by other people, the young learners have higher intrinsic motivation than the extrinsic motivation with the total mean score is 4.08. While, the total mean score which gotten through the calculation of 5 items in extrinsic motivation is 3.10 which indicates moderate level.

Key words: Motivation, Young Learners

Background

People generally have different perception toward English language as a Foreign Language even they have different motivation to the ways they learn English. Some people learn English because for them, when they master it, the jobs that they are looking for are easy to find. Some of them also assure that by mastering English, they will be success in the future. They can go abroad and work everywhere they want. Besides that, the young learners in a village namely Lawawang, generally have perception that learning English is fun and without mastering English their study is useless. Although, in fact some of them have not gotten English as the subject at their school level because they are still in Elementary school level. It is to say, they have good attitude and motivation toward

English language learning. They can encourage themselves to learn without considering the existence of the English teacher at school or even the facility which support them to learn. As a fact, they learn English in autodidact way and they learn English by someone or a group of people who are capable in English. Therefore, through the research, the researcher eager to know what kinds of motivation do the young learners have and which kinds of motivation that affects them significantly to learn English. It could be intrinsic or extrinsic or even both.

Review of Literature

a. Who are Young Learners?

The definition about what young learners is defined by many experts. One of them is Nunan (2010), who states in his book entitled “Teaching English for Young Learners” that the term “young learner” covers a large chronological age span. It is

from around 3 years of age to 15. On the contrary, some writers and also the researchers categorize the age of the young learners according to age: 3 to 5 years old, 6 to 8 years old, and so on.

While, Pinter (2006, p.2 as cited in Nunan 2010) list the differences between young learners’ characteristics and the older learners’ characteristics as it is presented in the following table.

Table 1.1 The Characteristics of Young Learners and Older Learners

Young learners	Older learners
Children are at pre – school or in the first couple of year	These children are well established at school and
Generally, they have holistic approach to language, which means that they understand meaningful messages but cannot analyzed language yet	They show growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system
They have lower level of awareness about themselves as well as about the process of learning	The show a growing level of awareness about themselves about language learners and their learning
They have limited reading and writing skills, even in their first language	They have well developed skills as readers and writers
Generally, they are more concerned about themselves than others	They have a growing awareness of others and their viewpoints
They have limited knowledge about the world	They have a growing awareness about the world around us
They enjoy fantasy, imagination, and movement	The begin to show an interest in real life – issue

According to Cameron (2001) that young learner is being learner aged between five and twelve years old, so the young learner’s age is in elementary school. Nonetheless, this perspective is not universally applicable. The young learners in Korea finish elementary school education at the age of twelve. They also do not undertake compulsory English lessons until the chronological age of eight in Korea (Robertson, 2002: 1). In the same line, Jackson (2012) states a fact that found in Indonesia. It was

found, most of Indonesian Young learners do finish elementary school education at age of twelve.

b. What is Motivation?

The word motivation is derived from word motive that means anything that encourages person to act to do something (Purwanto, 2011, p. 60).

According to Wikipedia, motivation has been considered one of the most important reasons to move forward. In other words, anything can be done

by someone because of motivation either the intrinsic or the extrinsic motivation. Motivation is a reason for actions, willingness, and goals. While Locke and Latham (2004) state that motivation can affect both the acquisition of people's skills and abilities; and also, the extent to which they utilize their skills and abilities". It is to say, to reach good achievement in learning, everyone has to have good motivation too.

There are 2 kinds of motivation. The definition of each is explained below:

1. Intrinsic motivation

Santrock (2004, p. 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. One example that indicates a learner has intrinsic motivation is when the learner having fun during learning a new thing. (Singh & Singh, 2013 as cited in Kelly at all, 2017).

2. Extrinsic motivation

Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors. This type of motivation appears from outside and gives some influences to a person like give incentives, social pressure and punishment.

Methodology

This study used survey as the research design. It is defined as "the collection of

information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). Survey is understood as the useful way when a researcher needs to collect the data on phenomena that cannot be directly observed for example motivation in learning English. The type of survey which used in this research is Cross-sectional survey. Cross-sectional survey is used to gather information on a population at a single point in time. This study was conducted at Lawawang village which is located in Masela Island, Southwest Maluku. It was conducted on 21st to 28th October 2020.

According to Nunan D (2010) young learners are children with chronological age span from 3 years of age to 15. While according to Jackson (2012), the young learners are students who do finish elementary school education at age of twelve. He stated too that in Indonesia the learners generally learn English in the fourth grade for public school and in the first grade for private school. So, to assist the researcher getting the sample for the research, the researcher adopted and combine these both definitions about the young learners. The researcher decided to only take the young learners with the range of age between 8 – 13 years. Thus, the sample for this research was 20 people. The instrument that was used in this study was questionnaire. It consisted 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. So, to collect the data, researcher distributed the questionnaire to each participant. The researcher adopted questionnaire from Gardner's Attitude and Motivation. The statements in the questionnaire are about intrinsic and extrinsic motivation.

As it was said above, the intrinsic motivation consists of 5 statements and they are presented in the table 1.2 below:

No	Statements of Intrinsic Motivation	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	I learn English in order to improve my English language skills					
2	Learning English will allow me to be more at ease with English speakers					
3	Learning English allow me to be more freely in the activities of other cultural groups					
4	I learn English because it is something that I always want to do					
5	I learn English because I enjoy doing it					

Adapted from Siti Fachraini, 2004

Next, table 1. 2 presents the 5 statements of extrinsic motivation:

No	Statements of Extrinsic Motivation	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Learning English I useful in getting a good job					
2	I learn English because I need it to further my study overseas					
3	I learn English because I want to get good score at school					

4	I learn English in order to please my family					
5	I feel that no one is really educated unless he is fluent in English language					

Adapted from Siti Fachraini, 2004

Either to assist the students easily point their opinion on each statement or to assist the researcher analyze the data, the likert scale rating is provided with 5 options. The options are SA (strongly agree) = 5, A (agree) = 4, N (neutral) = 3, D (disagree) = 2, and SD (strongly disagree) = 1.

After collecting the data, the researcher calculating the data based on the mean of each statement in each kind of motivation. Besides that, the researcher used standard of mean to see the level of motivation that the young learners have and the see the total mean score for each item in each kind of motivation that provided.

Table 1.3
Standard of Mean

Mean range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation

1.00 – 2.33	Low degree of motivation
-------------	--------------------------

of motivation mostly influence them to learn English. There were 10 statements for the questionnaire. Number 1 – 5 for the intrinsic motivation and number 6 – 10 for extrinsic motivation. Young learners with age 8 – 13 years became the participants for the research. 3 people for age 8, 5 people for age 9, 2 people for age 10, 4 people for age 11, 5 people for age 12, and 1 person for age 13. To make it clear, see the table 1.4.

Result and Discussion

a. Result

The purpose to conduct the research is to find out kind of motivation that the young learners in Lawawang village have and which kinds

Table 1.4
Distribution of Participant

No	Age	Participant
1	8	3
2	9	5
3	10	2
4	11	4

5	12	5
6	13	1
Total		20

Both data about intrinsic and extrinsic motivation that the researcher collected are

explained into tables and sentences as presented in table 1.5:

No	Statements of Intrinsic Motivation	Mean	Motivation level
1	I learn English in order to improve my English language skills	4.2	High
2	Learning English will allow me to be more at ease with English speakers	4.2	High
3	Learning English allow me to be more freely in the activities of other cultural groups	4	High
4	I learn English because it is something that I always want to do	4	High
5	I learn English because I enjoy doing it	4	High
MEAN		4.08	High

Table above presents the result of questionnaire that related to the 5 statements of intrinsic motivation. The mean score for item number 1 is 4.2, the mean score for item number 2 is 4.2, the mean score for item number 3 is 4, the mean score for item

number 4 is 4, and the mean score for item number 5 is 4 also. Those result indicates high rating level. It is proofed on the total after calculating all items which is 4.08 refers to high level of motivation.

No	Statements of Extrinsic Motivation	Mean	Motivational level
----	------------------------------------	------	--------------------

1	Learning English is useful in getting a good job	3.6	High
2	I learn English because I need it to further my study overseas	3.2	Moderate
3	I learn English because I want to get good score at school	4	High
4	I learn English in order to please my family	2.4	Moderate
5	I feel that no one is really educated unless he is fluent in English language	2.33	Low
MEAN		3.10	Moderate

Table 1.6 above presents the result of total mean score after calculating the extrinsic motivation through 5 items. The total mean score is 3.10 from the data; mean score item number 1 is 3.6, mean score item number 2 is 3.2, mean score item number 3 is 4, mean score item number 4 is 2.6, and mean score item number 5 is 2.33. It can be concluded that if they already master English, they ways to get good job in future are easy (item 1) and they do agree that English is the priority lesson that they need to learn (item 3) in order to get good score at school.

b. Discussion

The data in table 1.5 shows the total mean score of intrinsic motivation is 4.08 that indicates high motivation level and the total mean score of extrinsic motivation is 3.10 that indicates this kind of motivation is in

moderate level. So that, it is reported that the 20 young learners in Lawawang village mostly have intrinsic motivation. There are some reasons behind their individual or intrinsic motivation such as 1) They learn English in order to improve their English language skills, 2) Learning English will allow them to be more at ease with English speakers, 3) Learning English allow them to be more freely in the activities of other cultural groups, 4) They learn English because it is something that they always want to do, 5) They learn English because they enjoy doing it.

Hereinafter, it is shown in the table 1.6 that the young learners in that village have extrinsic motivation also but the level of this kind of motivation is in high, moderate and low levels. The high level occupies item

1 and 3, the moderate level occupies item 2 and 4, and the low level occupies item 5. In item 5, the young learners strongly disagree that no one is really educated unless he is fluent in English language. Extrinsic motivation can be done if the young learners are motivated to learn English because some reasons come outside themselves. For example, those reasons are 1) Learning English is useful in getting a good job, 2) They learn English because they need it to further their study overseas, 3) They learn English because they want to get good score at school, 4) they learn English in order to please their family, 5) They feel that no one is really educated unless he is fluent in English language.

Forward, based on the calculation on mean score, the total mean score on intrinsic motivation is higher than the total mean score on the extrinsic motivation. Those results are written successively 4.08 and 3.10. It means, the young learners in Lawawang village have big intrinsic motivation. As the result, kind of motivation significantly motivates them to learn English autodidact or even by a person or by some people who are capable in English is intrinsic motivation.

Conclusion and Suggestion

a. Conclusion

The total participant for the research was 20 people that consisted of 3 people for age 8, 5 people for age 9, 2 people for age 10, 4 people for age 11, 5 people for age 12, and 1 person for age 13. They learn English autodidact and they learn it by someone or even a group of people who have capability in English. The total mean score for intrinsic motivation is 4.08 which indicates high level motivation and the total mean score for extrinsic motivation is 3.10 which indicates the

motivation is on moderate level. To conclude, the result of data analysis shows that 20 young learners as the participant in this research have higher intrinsic motivation than their extrinsic motivation.

b. Suggestion

In reference to the conclusions above, the researcher suggests to the young learners at the village to maintain their intrinsic motivation but they should not close themselves to the extrinsic motivation that they get from the external factors. It is important for their English learning achievement time to time, even though in reality they might to face obstacles in learning English whenever and wherever.

References

Cameron, L. (2001) *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Check J., Schutt R. K. Survey research. In: J. Check, R. K. Schutt., editors. *Research methods in education*. Thousand Oaks, CA:: Sage Publications; 2012. pp. 159–185. Available in link <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/>

Gardner, R.C.(1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

----- (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41 (1), 10-24.

- (2001). Integrative motivation and second language acquisition. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and Second Language Acquisition* (Technical Report No. 23, pp.1-19). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center
- (2002). Social psychological perspectives on second language Acquisition. In R. Kaplan (Ed.), *the Oxford Handbook of Applied Linguistics* (pp.102-169).

Harmer, J (2001). *The Practice of English Language Teaching*. Third edition. Longman Pearson Education Limited.

Jackons, J. (2012). Teaching Young Learners in Korea. available at link <https://espsitikiftiah.blogspot.com/2012/05/young-learners-definition.html>

Jefiza, (2012). Students' Motivation and Attitude toward Learning English Course in Bandung. Indonesia University of Education.

Locke and Latham, (2004) about motivation. Available in link

<https://www.ukessays.com/essays/business/literature-review-of-concepts-and-theories-of-motivation-business-essay.php>

Nunan. D (2010) *Teaching English to Young Learners*. Anaheim University Press.

Pinter, A. (2006). *Teaching Young Language Learners*. Oxford, United Kingdom: Oxford University Press.

Purwanto, N. (2011). *Psikologi Pendidikan*. Bandung: PT Remaja Rosda Karya Offset.

Roberston, P. (2002) The critical age hypothesis: A critique of research methodology. *Asian EFL Journal*, 4/1 pp. 1-17

Singh, P., & Singh, N. (2013). Difficulties in emotion regulation: A barrier to academic motivation and performance. *Journal of the Indian Academy of Applied Psychology*, 39(2), 289-297.

Siti. F. (2004). *The Analysis of Students' Motivation in Studying English*. A Survey Study at UIN Raniry – Banda Aceh.

<https://en.wikipedia.org/wiki/Motivation>