

The Students' Motivation in Learning English: culture based education in Asia

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Abstract

Motivation is the impulse that causes a person acts to achieve goals. Motivation comes from the word motive which means "impulse" or stimulation or "driving force" in a person. Motivation is very important for students in learning. Because it is key to success in mastering competence in English. Motivation related to the culture of student learning in class. Teachers have a role in improving motivation in class. Motivation is divided by two: intrinsic and extrinsic. Every human being has a motivation in itself to get knowledge in class. while the rewards, obtained when stimuli from the outside. This article focuses motivation in culture and relationship between motivation based on culture in learning English. This article discusses the concept of the relationship between cultural motivation in learning English.

Key words: motivation, culture

Introduction

Successful learning depends on two things namely ability and motivation. Motivation is a process that starts with a need and leads to a behavior that moves an individual towards achieving a goal (Meledy, 2008). Motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001:51). As stated by Brown (1994:152), motivation is a term that is used to define the success or the failure of any complex task.

From some of the above definition can be concluded that, motivation to learn is a natural process of the man which is marked by the emergence of a behavior toward a goal to be achieved in the study. Motivation is important especially for students who are learning language. Motivation can drive someone to do the best thing that could help him in achieving the dream.

Based on the theory of Raymond and Margery, motivation is starlight at night dark which gives light to someone who got lost in order to find their way home. According to Dörnyei (1994) There are two types of motivation namely: Intrinsic and Extrinsic motivation. Intrinsic motivation comes from within oneself without need for stimulation from the outside. For eg. The joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation is motivation that arise and function due to external influences. For eg. Good grades or to avoid punishment.

According to Dörnyei (1994) 'good enough motivator' with the concept of 'good enough mother' theory that adoption of concept proposed by Winnicott. Winnicott found that to be a good-enough mother should understand specific role of a teacher. Thus, a teacher must be able to 'being a mother' to her students at school. The role of a mother is to maintain and educate their children, in other words, a teacher must be able to maintain and educate students in school instead of a mother at home.

According to Dörnyei (1994) 'good enough' rather than 'very' to describe a good mother. Does not have to be a perfect parent to grow the spirit of healthy child. the teacher should do as a motivator is to be a loving teacher who is able to show their affection with good things to motivate them to achieve their goals.

Language level focus is on orientations and motives related to various aspects of the L2 such as the culture, the community in which spoken and the potential usefulness of proficiency. According to Dörnyei (1994) language level divide two categories: Integrative Motivational subsystem and Instrumental Motivational Subsystem. The integrative motivational subsystem is centred around the individual's L2-related affective predispositions, including social, cultural, and ethnolinguistic components, as well as a general interest in foreignness and foreign languages. The instrumental motivational subsystem consists of well-internalised extrinsic motives (identified and integrated regulation) centred around the individual's future career en-deavours (cf., 26).

As stated by (Gardner, 1985). The integrative motivation refers to learners' desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination.

The second level of the L2 motivation is the learner level. There are two categories. Need for Achievement and Self Confidence. The students must have goal in the study language to improve ability. Such as they can speak fluently in the class, good pronunciation and grammar. Self confidence refer to there is no anxiety in learning classroom. The students enjoy to study in the class.

The third level of L2 motivation is the learning situation level, there are three categories. Course specific motivational components are related to the syllabus, the teaching materials, the teaching method, and learning tasks. Teacher specific motivational components include the Affiliative drive to please the teacher, authority type, and direct socialization of student motivation (modelling, task presentation, feedback). Group specific motivational components are made up of four main components: goal orientedness, norm and reward system, group cohesion, and classroom goal structure. Dorney (1994)

According to Wlodkowski & Jaynes (2004) there are three main influences in a person's motivation to learn. The first, culture for example: Japanese nationality mothers more emphasize effort rather than ability. American nationality mothers prioritize the good school performance. System of values adopted parents will affect parental involvement in depth in efforts to instill energy child.

The second, family factors have significant influence in a person's motivation to learn. Research conducted by Benjamin Bloom of a number of young professionals (28 years to 35 years) who succeeded in his career in various fields such as mathematics expert, neurology, pianist, and athletes show the same characteristics, namely the involvement of their parents. They show the direct involvement of parents in children's learning, they see the encouragement of parents is the main thing in directing their goals.

The third, Teachers role in motivating for students in the school very important. There are some of the qualities of effective teachers in motivating children, namely: teachers as managers who expect their students to become success. Teachers provide teaching materials in accordance capacity of his students. Teachers provide feedback for students. Teachers provide fair test. Teachers explain the behavior of the assessment criteria. Teachers will stimulate reasoning children. teachers help children to realize the growth of competence and mastery of pupils. The teacher is able to be empathetic. Teachers assess knowledge of the above value.

The writer choose Asia because English is a second language different from European countries which is language of instruction in daily communication. From some of the above explanation, it can be concluded that the motivation related to culture. this paper focuses on the relationship between motivation based on culture to learn English in the specific explore culture and motivation of three countries, namely India, Singapore and Indonesia.

Discussion

In this part, the writer discussion about the relation between culture and motivation. Namely india, singapore and indonesia context. The relationship between culture and motivation can also be extended to include multicultural education and learning (Salili & Hoosain 2007:7). Culture plays an important role in the growth of the individual's orientation to learning. A learner's cultural background can influence many educationally relevant variables such as the relevance they attach to learning and their motivation to learn (Boekarts & Hijzen 2007:116).

Motivation in culture involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language. Instrumental motivation related to learner may make effort to learn an L2 for some functional reason to pass examination, to get a better job, to get a place at university. According to Lukmani (1972) demonstrated that among maranathi-speaking indian students learning english in india. those with instrumental orientations scored higher in test of English proficiency.

Braj Kachru (1992, 1997) noted that Indian English is but one example of a variety of 'Englishes' which especially in countries where English has become an international language can be acquired very successfully for instrumental purposes alone. Learning English as an international language (EIL) has stimulated interesting but often controversial discussion about the status of English in its varieties of what is now commonly called world Englishes (Kachru, 2005, McKay, 2002; McArthur 2001; Kachru & Nelson, 1996; Kachru, 1992, 1985). Learning English in India. For example, really does not involve taking on a new culture since one is acquiring Indian English in India. According to Kachru, the "Indianization" of English in India has led to a situation in which English has few if any British cultural attributes.

In Singapore context, culture Chinese dominant to motivate students in learning English. Students Singapore who are intrinsically motivated for doing schoolwork are 'more likely to stay in school, to achieve, to evidence conceptual understanding (Liu, Divaharan, Peer, Quek, Wong and Williams, 2004). Culture in Intrinsic motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and the extent to which they feel personally involved in learning activities.

Learning English in Singapore used to in everyday language as a formal cultural communication. This is different in Indonesia, English as a foreign language that are used in the learning process at school. Instrumental motivated students to pass the exam and as a condition to continue studying abroad.

Instrumental motivation According to Bradford's (2007) research into the motivational orientation of Indonesians. Few studies have been conducted regarding the orientations of Indonesian learners. All of these are presented through the lens of the dichotomist view point and present Indonesian students as being purely instrumentally motivated.

In additional, Integrative motivation related to some learners may choose to learn a particular L2 because they are interested in the people and culture represented by the target language group. For example English speaking Canadians have for learning French. However, in other learning contexts an integrative motivation does not seem to be so important. Ellis (1997)

From some of the above definition can be concluded that, academic or career related (instrumental) and socially or culturally oriented (integrative), different needs might be fulfilled in learning a foreign language. Learners differ in terms of language, culture, economic privilege, personality, knowledge and experience. They also differ in terms of their needs, goals, interests and beliefs (Woolfolk2007:403).

India, singapore indonesia have different culture in motivation. India influenced England. English language used to lingua franca. Singapore related to chinese culture. English used to formal language to communication social life. While English as second language in indonesia. So, it is different from india and singapore. From some explains can be concluded that, culture influenced to motivation learn english. Every countries in Asia have different culture to motivation students are learning english.

Conclusion

Culture plays an important role in the growth orientation in learning english. Cultural background affect motivation in learning. India is influenced by English colony. English language used to lingua franca. The students are motivated by instrumental motivation. The purpose to get high salary and the requirements to continue education in the abroad. While Singapore is influenced cultural chinese more motivated by intrinsic. The purpose of learning english to get knowledge, values and skills to change behavior constructively. Indonesia culture is more influenced by the Dutch. The students are motivated by instrumental motivation. The purpose of learning English to pass the exam and a requirement to continue studying abroad and get high salary in the future career.

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