
THE IMPORTANCE OF EXTRINSIC MOTIVATION ON STUDENTS IN ENGLISH DEPARTMENT AT STKIP KRISTEN WAMENA

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ABSTRACT

In education, motivation is necessary for students as to keep their spirit alive and be enthusiastic to learn and finish their education. Motivation may come from within self and outside. Also, it might come from outside, which has an important role for a student, as same motivation from within oneself. We call it as extrinsic motivation. The aim of this research is to show several extrinsic motivations, such as peers/classmates, teachers, the environment, and internal feelings that encourage student to learn. This research uses a qualitative method with an interview as the instrument and is conducted at STKIP Kristen Wamena, Wamena, Papua Pegunungan province. Moreover, this research shows the importance of extrinsic motivations for students in education field, especially in learning English.

Keywords: Extrinsic Motivations, importance of extrinsic motivation, STKIP Kristen Wamena.

ABSTRAK

Di dalam dunia pendidikan motivasi sangat diperlukan oleh seorang siswa agar terus semangat dalam belajar dan menyelesaikan pendidikannya. Motivasi bisa berasal dari dalam diri dan dari luar. Motivasi yang datang dari luar mempunyai peran yang penting bagi seorang siswa sama halnya dengan motivasi dari dalam diri sendiri, yang disebut sebagai extrinsic motivation. Tujuan dari Penelitian ini adalah menunjukkan beberapa extrinsic motivation, seperti teman sebaya/teman sekelas, guru, lingkungan dan perasaan dari dalam yang mendorong untuk belajar. Penelitian ini menggunakan metode kualitatif yang berinstrumen interview (wawancara) dan dilakukan di STKIP Kristen Wamena, Wamena, Papua Pegunungan. Penelitian ini menunjukkan pentingnya *extrinsic motivations* itu bagi siswa dalam pendidikan..

Kata Kunci: *Extrinsic Motivations*, Pentingnya *Extrinsic Motivation*, STKIP Kristen Wamena

INTRODUCTION

Motivation is really needed by every student to remain enthusiastic about learning and achieving. If there is no motivation from outside or inside then it is very difficult for students to survive in the world of education. Especially in studying English as a second/foreign language. As in Noels, Clement, and Pelletier (1999), Gardner (1985) mentioned that motivation is a combination of a desire to achieve the goals of the learning a language and the effort to get it.

This motivation is very important for students who live in mountainous areas, namely Wamena. Education here is very lagging behind education in other cities, such as Jayapura city, Papua. Student personnel are also very lacking, ranging from a lack of teachers, even none, to teachers who do not have the ability to teach English properly and correctly. Another case at STKIP Kristen Wamena is a little different, where the teachers there already have a very

good educational background and good teaching techniques, such as a Master's degree in teaching English as a second language. However, students still really need strong encouragement or the students are very less motivated. As also stated by Dornyei (1998) in Qizi (2022), even though the teaching and teaching strategies used are good, the absence of strong motivation will prevent someone from achieving good results.

Therefore, students in this area must have motivation. Motivation from within may be very difficult to see, but motivation from outside can be created to encourage students to remain enthusiastic in any condition to achieve learning goals which is described as extrinsic motivation. According to Suhardi (in Untari et al., 2021) stated in Tangkur, Subiyanto, and Kirana (2023), he said that motivation that comes from outside a person is extrinsic motivation. Also, Laeli (2019) believed that extrinsic motivation refers to an achievement or a goal.

Furthermore, this research aims to understand and explore different types of extrinsic motivation that are important for a student, especially students at the Wamena Christian Teacher Training and Education College (STKIP). And, after knowing this, we can provide good solutions, such as teachers and the campus environment, and parents can be formed well so that they can motivate and encourage students to continue learning English and be successful academically.

METHOD

This research uses a qualitative method and the instrument used is an interview. The interview questions focus on highly open interview questions. Stewart and Cash (2008) stated in a book written by Herdiansyah (2019) that highly open questions are open questions with no limitations in answering the interview questions. This interview question uses the highly open question to find what extrinsic motivation students might have and know the importance of it.

Based on the research background, the participant is a male student who attended STKIP Kristen Wamena. His name is Yelinus Wenda and in semester 6 right now. At the same time, he is taking speaking level 4 course. He is originally from Lani Jaya, which is one of the regions in Wamena City, Papua Mountains Province. He is heading to semester 8 which is the last semester to graduate. In this case, he agrees to become the sampe the research. Furthermore, the interview will be done face to face in around the STKIP Kristen Wamena environment. The campus is located in Pikhe, Wamena, Papua Pegunungan province. It has three different departments such as Math, English, and elementary teacher education department; and Yelinus studies in English department.

RESULT AND DISCUSSION

a. Peer Influence

In the interviews conducted, it was found that one of the factors that makes students motivated from outside is friends. The influence of classmates who have more advantages in learning English is very important. The interviewee said that he also wanted to be able to speak English because the theme was helpful and encouraging (Appendix 1, interview

answers, no. 3 and 5). As stated by Reena and Bonjour (2010, p.149)) in their research findings that extrinsic motivations can make students do their work as students, whether they have interest or not. And, they are motivated because of external influences (p.150). This shows that the good influence of a peer can make students continue to be enthusiastic about achieving academic goals, as was repeated in the interview answer, that the resource person (Yelinus) wants to finish school.

b. Teachers

This research also found that there is influence from a teacher, not just in the classroom or outside the classroom (outside school). In appendix 1 (interview answers no. 5 and 8) it is clear that educational background, teaching methods, and interactions carried out by a teacher greatly influence students' motivation to learn. Yelinus said that he felt happy with the presence of teachers who had master's degrees, knew how to teach English, and the way the teacher interacted with the students. As Reena and Bonjour (2010) state in their research conclusion, they concluded that "students respond with interest and motivation to teachers who appear to be loving and caring". Noels, Clement, and Pelletier (1999) in their discussion (p.31) also stated that the way teachers interact well to develop student competence can change student motivation in achieving academic goals. Furthermore, another discovery in the interview was that the teacher's educational background, way of teaching, and way of assessing were less clever, this would influence students' emotions and motivation. So this proves that the influence of a good teacher is very important as an extrinsic motivation for students to achieve academic goals.

c. Rewards (Scholarships)

This discovery also reminds us that, like humans, children or adults, when we are given rewards, we will be very happy. The reward in this case is a scholarship. Providing scholarships is very important in education because it not only helps students financially but also provides encouragement to study. Reena and Bonjour (2010) believed that "Rewards for good work produce good feelings". As a student, you will definitely be very happy when you get a scholarship. It can be seen in the interview answers given that getting a scholarship makes students

enthusiastic about graduating. Yelinus also said that when he received a scholarship, he could focus more on his English education, without thinking about how to pay school fees.

d. Environment

One interesting thing about this discovery is the campus environment which is a dormitory pattern. The STKIP Christian Wamena campus is based on a dormitory pattern. Not only students, but lecturers also live in the lecturer dormitory, which is close to the same campus environment as the students. Noels, Clement, and Pelletier (1999) said in their discussion (p.31) that the development of teaching strategies and communitive styles that can maintain and promote learning, can be assisted by knowing the application of the social environment for motivation. So, this campus knows how to continue to motivate its students to study, by using a dormitory system. To illustrate, Yelinus said that when he was in the dorm it was easier to reach their teachers to ask certain questions related to his project or homework. This inadvertently encourages and makes it easier for students to continue rotating in the learning environment.

e. Introjected Regulation

This is one type of extrinsic motivation discussed by Ryan and Deci (2000). Introjected regulation is a feeling in a person that influences someone to do something to avoid feeling anxious or to feel proud. Similarly, Nicholls (1984) and Ryan (1982) stated in Ryan and Deci (2000) that the involvement of the ego will create something that can make him feel worth living and maintain self-esteem. This is also proven in the findings of this research, where students feel like they want to be able to speak English, be recognized by others that they can, and become a source of pride for their parents. The good news is that this regulation can be created and influenced by peers, teachers, and the environment. So, introjected regulation is a good feeling which is important to be owned and performed by students in order to succeed academically.

CONCLUSION

This research has discussed and helped us to see the importance of extrinsic motivations for a student. This motivation could come from internal feelings such as wanting to be the pride of family and seen capable in English. Also, there are influences of peers and teachers and

the surroundings. Those influencers can encourage a student to become more enthusiastic to reach academic goals. Another important thing mentioned, is the importance of giving rewards to students. In fact, it raises students' learning motivation. All of these extrinsic motivations are crucial and have significant impact which can boost students' motivations.

Therefore, from this research, there are several suggestions and recommendation which for schools, teachers, and further research. First, the school is good at creating a dormitory-style environment so that it helps children to continue to focus on learning. However, the advice given is that STKIP Kristen Wamena must have teaching staff who have a good educational background, such as having a master's degree. Also, schools can provide training to each teacher on teaching techniques that can make children understand quickly and motivate them to study hard. Second, to increase student learning motivation, teachers must be able to build good communication with students. Giving them rewards and building good relationships with students can make them feel loved and cared for, from which they can feel enthusiastic to fight to complete their education. Also, from the actions mentioned above, introjected regulation can grow and have a big impact on children as extrinsic motivation. Lastly, the next research is to be able to take good samples from several students, so that perhaps we can find new extrinsic motivation and can further explore the intrinsic motivation that students have, especially students in the mountainous area of Papua province.

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