

MOTIVATION AND PERCEPTION INFLUENCE THE ABILITY OF HEALTH SCIENCES COLLEGE STUDENTS IN LEARNING ENGLISH TO FACE INTERNATIONAL COMPETITIVENESS

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Submitted: 2020-03-14, Reviewed: 2020-04-11, Accepted: 2020-05-26

DOI: 10.22216/jcc.2020.v5i3.3991 URL: <http://dx.doi.org/10.22216/jcc.2020.v5i3.3991>

ABSTRACT

Language is the primary tool for communication. Through language someone can express their feelings, thoughts and find information based on what they want to know. If someone is able to comprehend more than one language; it is easier for her/him to research for knowledge and information. Then, a language also becomes a need for a human (Wardah, n.d.). It means that, it is difficult for a human to live without communicating with others. One of the important language that should be mastered by people is English. English is an important language that should be mastered by people around the world. Furthermore, in this era of globalization people are expected to have acknowledged of English in order to be competitive internationally. This research wanted to know the students' motivation and perception that influence their ability in learning English. It was descriptive quantitative research method. The populations were the first semester students of STIKes Fort De Kock. They were 270 students. All of them are chosen as the samples. The result of this research found that 134 of them had positive motivation in learning English, 132 of them had a good perception in learning English and 153 of the respondents stated that that they were less capable in mastering skills in English. In short, it can be concluded that the perceptions and motivation possessed by students greatly influenced their abilities. English ability may give the impact for their readiness to face the international competitiveness.

Keywords: Motivation, Perception, English Ability and International Competitiveness

ABSTRAK

Bahasa adalah alat utama untuk komunikasi. Melalui bahasa seseorang dapat mengungkapkan perasaan, pikirannya dan mencari informasi berdasarkan apa yang ingin mereka ketahui. Jika seseorang mampu memahami lebih dari satu bahasa; lebih mudah baginya untuk meneliti pengetahuan dan informasi. Kemudian bahasa juga menjadi kebutuhan manusia (Wardah, n.d.). Artinya, sulit bagi manusia untuk hidup tanpa berkomunikasi dengan orang lain. Salah satu bahasa penting yang harus dikuasai oleh masyarakat adalah bahasa Inggris. Bahasa Inggris adalah bahasa penting yang harus dikuasai oleh orang-orang di seluruh dunia. Lebih lanjut, di era globalisasi ini masyarakat diharapkan sudah mengenal bahasa Inggris agar mampu bersaing secara internasional. Penelitian ini ingin mengetahui motivasi dan persepsi siswa yang mempengaruhi kemampuannya dalam belajar bahasa Inggris. Ini adalah metode penelitian kuantitatif deskriptif. Populasi dalam penelitian ini adalah mahasiswa STIKes Fort De Kock semester satu. Jumlah mereka 270 siswa. Semuanya dipilih sebagai sampel. Hasil penelitian ini menemukan bahwa 134 responden memiliki motivasi positif dalam belajar bahasa Inggris, 132 responden memiliki persepsi baik dalam belajar bahasa Inggris dan 153 responden menyatakan kurang mampu dalam penguasaan keterampilan bahasa Inggris. Singkatnya dapat disimpulkan bahwa persepsi dan motivasi yang dimiliki siswa sangat mempengaruhi

kemampuannya. Kemampuan bahasa Inggris dapat berdampak pada kesiapan mereka dalam menghadapi persaingan internasional.

Kata Kunci: *Motivasi, Persepsi, Kemampuan Bahasa Inggris dan Daya Saing Internasional*

INTRODUCTION

Language is the primary tool for communication. Through language they can express their feelings, thoughts and find information based on what they want to know. If someone is able to comprehend more than one language; it is easier for her/him to research for knowledge and information. Then, a language also becomes a need for a human (Wardah, n.d.). It means that, it is difficult for a human to live without communicating with others. One of the important language that should be mastered by people is English. Lack of English ability in this era is a serious problem because it is regarded as the International language in Indonesia. It means that people will use English only in a specific purpose such in English classroom or in the place which requires to use English.

Meanwhile, nowadays English is very important. Everyone who wants to connect with the international community should be able speak, write and understand English. It hard for them to build relationship with others if there is no international included on it. Through language they can express their feelings, thoughts and find information based on their interests or profession in order to compete to have better live in the future.

In education setting, English as an important subject that should be learnt. In a university context, mastering English is one of the requirements to graduate from that university. One of the examples is Health Science College. In Health Sciences College of Fort De Kock Bukittinggi, English as a general subject that should be learnt. All of the students should enroll in this subject which has 2 credits a week in the eighth semester. At the end of that subject, the students should be able to catch the idea from English conversation, read the English sources,

speak each other and write scientific essay in English. However, based on the initial survey which was conducted in STIKes Fort De Kock Bukittinggi, the majority of students, most of them found difficulties in learning English. They thought that English is very difficult to learn and master. According to (Hermawati, 2010), most of the students is hard understand the lecturer's instruction and they find the difficulties in comprehending basic English such as reading an English passage, listening, speaking and writing. In short, most of the university students are find many problems related to English even the basic concept of it.

Beside the problems faced in learning English, the students' motivation should be pay special attention. According to (Long et al., 2013) ,motivation is important for students who learn English as foreign language. It will promote and guide them to maintain their learning activities. motivation is one of the most important things to consider to achieve a goal. Ruhama (2012) expressed that motivation comes from one's internal factor. It can be seen by their attitude and affective condition in learning. In short, motivation is an important part in learning English. It may influence from the internal factor of the student itself.

Someone's perspective is different with others. It is supported by (Muthmainnah, 2019) who expressed that someone's perception about an object is not the same. It is influenced by subjective feelings. It means that, every different perception or opinion depends on someone's subjective feelings.

Moreover, by mastering English, the students may compete both international and global. They do not only able to produce something in order to increase their economic status but also they able to build good networking with

other country and do deeper cooperation. To develop international networks and collaborative cooperation is very useful for the countries. They have to communicate in a language that is acceptable to each country. It is preferable to communicate in English which is considered the International language. Because of this reason, in the education system (teaching and learning process), educators are encouraged to teach and learn English in order to share and communicate with others. By doing that, indirectly they can compete in the international arena.

In short, international competitiveness is capability to compete in international area. People are not only asked to produce a product but also they have to have ability to build networking and good cooperation by using acceptable language. By mastering English, they can collaborate, share ideas, receive better salary and network in order to be able to compete with the countries around the world and fulfill today's world needs.

Furthermore, STIKes Fort De Kock Bukittinggi is the biggest health sciences college in West Sumatera. This college has a vision to create good graduate which is able to compete internationally. One of the ways to compete in the international arena is by mastering the international language (English). Although students study about health sciences, they have to be able to communicate in English. By using English, they can collaborate share current issues related to health. Moreover, graduates also can also apply for a job abroad because they can competently communicate with others in English, which is regarded as the International language. In this respect, studying English should be regarded as an essential basic skill.

STIKes Fort De Kock Bukittinggi has 2.000 students. They are divided into 7 study programs. Each study programs required to learn two levels of English – English 1 and English 2. This

has been planned by the institution in order to achieve the vision to produce graduates capable to compete globally and internationally. This research was conducted with students in their first semester in order to ascertain their motivation, perception and English proficiency. By doing this, it is expected that the institution will design programs, materials and teaching and learning process based on students' need in order to be prepared to face some obstacles in the future or international competitiveness.

Based on the above phenomenon, it is better to know about STIKes Fort De Kock Bukittinggi students' motivation, perception and ability in learning English in order to achieve the college vision and then they will be ready to face international competitiveness.

RESEARCH METHODS

The research method was descriptive quantitative research method. The respondents were all STIKes Fort De Kock Bukittinggi students. Then, by using purposive sampling technique, all first semester students were chosen as the samples. They were 270 students. Those students were given a questionnaire which contained question about motivation, perceptions and ability in English learning. There were 30 questions in the questionnaire. After the data were taken, it was processed by computerization by chi-square test by using univariate and bivariate analysis in order to motivation, perception and ability in learning English and how motivation and perception influence the ability of the students.

RESULTS AND DISCUSSION

Based on the result of the data, it can be described as follows:

Univariate Analysis

1. Motivation

From the data analysis, the students' motivation about learning English can be seen from the following table:

Table 1. Motivation Category

Motivation	Frequency	%
Negative	136	50,4
Positive	134	49,6
Total	270	100

From the table above it can be drawn that from 270 students, 134 of them have positive motivation in learning English and 136 others lack of motivation. The difference in students who have positive and negative motivation is not too significant. Students' motivation can be influenced by two things are intrinsic and extrinsic motivation (Fung and Lang, 2010). Intrinsic motivation means that the student feel that English is an interesting language to learn. Meanwhile, extrinsic motivation students need that language to help their future. By learning the data above, the students' motivation is influenced by their point of view about that language. Moreover, according to Gardner and Gagne in Khalid (2017) students' motivation in learning foreign languages if the attitudes and culture of the people in the area support them to use that foreign language.

Moreover, (Kitjaroonchai, Nakhon & Tantip Kitjaroonchai, 2012) did a research in Chinese university, he analyzed about Chinese students' motivation in learning English. The study revealed that the students had positive attitude and they highly motivated to learn English. It means that, most of students in Chinese University like and have motivation in learning English. It also can be seen from the attitude to learn this lesson.

(Rhepon, 2014)also did a research related to students' motivation in learning English. He interviewed several junior high school foster children. His research found that most of them lacked motivation in learning English because they did not like the lesson. According to them English had a difficult vocabulary to memorize and the sentence composition is difficult to read. Therefore, they were not interested in learning English.

In different result of research which was conducted by (Fitriana, 2018) in fourth grade of elementary school students in Samarinda. It was found that the motivation of students towards English learning was good. This is evidenced by 95% of students answering happy learning English. They stated that they were happy with the material being studied and felt familiar with what their teacher delivered in the classroom. In short, in the elementary school students as the basic level of education were initially happy to learn English. However, the attitudes and culture that exists in the environment influence their motivation.

From those phenomena, it can be analyzed that basically, elementary school students have sufficient motivation to learn English. However, when they go to a higher level of junior high school they find difficulties such as the absence of an environment that supports them to use English in their daily communication.

They do not feel confident and believe that English is not very useful in their everyday communication. Those problems cause a decrease in their motivation to learn English. It may continue until university level. However, if they the environment support them and the extrinsic motivation from the is good. The motivation may be increase when they enter to the university level. It may be caused by they need to have good job for the future by using

English. In short, the attitude and culture in their environment will also influence their learning motivation.

2. Perception

One of the factors that determine the success of the teaching and learning process is the students' perception. From the results of data analysis, students' perceptions of learning English can be shown in the following table:

Table 2. Perception Category

Perception	Frequency	%
Negative	138	51,1
Positive	132	48,9
Total	270	100

From the table above, it can be analyzed that from 270 students, 132 of them have a positive perception in learning English. These results indicated that students consider that English is an important language for them but 138 of them had negative point of view about English.

On the other hand, a research which was conducted by (Sekharan Nair et al., 2014) in six schools in the district of Marang, Terengganu, Malaysia had different result. Based on the result of this research, most of the students had well aware of the importance of English learning and they also had positive attitude toward English leaning. It influenced by the support of their parents and environment to learn English. It means that Students' in Terengganu Malaysia had positive perspective in learning English because of the environment. This perspective may lead to the good attitude in learning.

Furthermore, based on (Mandefro et al., 2016) research which was examined the perceptions of students learning English in Sidama Zone, Ethiopia. The data revealed that 86.4% of students

explained that they English was a language that was difficult to learn. However, they were trying to improve their abilities because they were confident and believe that speaking in English in various social contexts is needed. In conclusion, even they had bad perception to English because it is one difficult language to learn, the students tried to comprehend it in order to be able to use it based on the need.

From the above research, it can be analyzed that most of the students have bad perception in learning English. They think that English is difficult to learn. However, they still try and improve their ability because they believe that English is very useful for them in their live. Besides, good perception of the students may be influenced by the parents and environmental. Then, by having good perception of English, the students have good attitude when learning it.

3. Ability

Ability is a determining component in observing the success of the teaching and learning process. If students can solve problems that are given, it means

that the learning process can be considered successful. Ability can be judged by the learner process either by the teacher or the students themselves. Students can evaluate their own abilities to what extent they

understand something. After being given a questionnaire, the ability of students in learning English can be seen from the table below:

Table 3. Ability Category

Ability	Frequency	%
Lack	153	56,7
Able	117	43,3
Total	270	100

From the table above it can be drawn that from 270 students, 153 them said that they were lack capable of mastering English skill. Based on the analysis of the questioner, most of the students felt difficulties in speaking with others and lack of ability in writing an English essay. They also assumed that they could not apply English learning in everyday life.

This finding also supported by (Tulian, 2017) research in Don Bosco Junior High School Tomohon. In that research she argued that there were many students had lack the ability to listen to English language. They had a lot of difficulty in capturing what their interlocutors say when they speak English quickly. Because of that reason, it hard for them understand what the person is talking about. In short, the students' ability in English is limited. The Indonesian students is hard to listen and understand to their interlocutors speaking.

Besides, (Artini, 2011) also did a research teachers and students' perception about English learning in Bilingual class. This research revealed that 57.53% of students sometimes were unable to understand and respond to what their teacher explained in English. This affected their ability to write or do assignments.

Bivariate Analysis

Table 4. Relationship Motivation and English Ability

63.01% of them stated that they could not complete their duties properly. It means that, the lack of ability of the students may give the bad impact to the task done by the students.

From some of the studies above and the results of the research obtained it can be seemed that most of students who lean English as their foreign language still have limited ability in comprehending or mastering English skill. From the data which were obtained above, it can be analyzed that the students cannot fulfill the task that given by the teacher because they are do not enough skill to do it. Then, from those four skills in English learning speaking and writing are the complex skill that make them face some problems in completing it. These problems happened because of some factors such as limited vocabulary, the speed of the person you are talking to and so on. This problem become worse because there is no parent and environment support to practice what they have been learned in the school. English in Indonesia a day-to-day language. However, the limited access to people who are able and willing to communicate in English may determine the students' language skills.

No	Motivation	Ability				Total		OR	P Value
		Lack		Able		N	%		
		n	%	n	%				
1	Negative	89	70,6%	37	29,4%	126	100	3,007 (1,815- 4,982)	0,0005
2	Positive	64	44,4%	80	55,6%	144	100		
Total		153	56,7%	117	43,3	127	100		

Table 4. describes that there were 89 (70.6%) had negative motivation in learning English and 37 of them had lack ability in English. Then, 44.4% (64) had positive motivation and 55.6% of the stated that they are able to use some skills in English well. From the result of this research it is known that even the students have positive motivation in learning English some of them still do not have enough capability in English. Meanwhile, the students who had negative motivation they still had capability in English even in the small number of the students. From this data it can be concluded that there are some factors that makes the students able to use English even though they do not have enough motivation. One of them is parents' socio-economic status. According (Bektaş-Çetinkaya & Oruç, 2010), beside motivation the students who coming from families with higher socio-economic status will have more ability in English than lower socio-economic background. It can be done because they have more chance to communicate with various of people in order to business purposes or travelling. It means that, the ability of the students who come from higher socio-economic status in some case will be good because they have opportunity to speak and get in touch with many people for business or when they go to some place. It may influence their ability in English.

It is also supported by (Butler, 2015). The students' motivation depends on parent's socio-economic status and it

will give the impact for the students' proficiency in English. It may be caused by the parent with higher socio-economic status will provide greater opportunities to their children to use English outside of school such as in the business or traveling context. It may increase the advantages for the children's development of self-determined motivation as their grade level increased. In conclusion. Parent's socio-economic status will give the impact for the students' motivation and ability. Even they have lack of motivation, they still have ability in English that comes from their parent's support.

Moreover, based on the statistical test results obtained there was a significant relationship between students' motivation and ability in English learning ($p = 0.0005$). It can be concluded that there was a strong relationship between these two variables. Then, the Odds Ratio (OR) value was 3.007. It means that the students who had negative motivation had 3.007 chance to improve students' English skills when it is compared to respondents had positive motivation. It also supported by (Kitjaroonchai, Nakhon & Tantip Kitjaroonchai, 2012). They stated there is a significant positive relation between students' motivation in learning English and their academic achievement (GPA) or ability. There are two types of motivations (integrative and instrumental). Both of these motivation have positive relation to the students' ability.

Table 5. Relationship Perception and Ability in English Language

No	Perception	Ability				Total		OR	P Value
		Lack		Good		N	%		
		N	%	n	%				

1	Negative	100	79,3%	40	60,7%	140	140	3,632	
2	Positive	53	73,7%	77	56,3%	130	130	(2,188-	0,0005
	Total	153	56,7%	117	43,3	270	100	6,029)	

According to table 5, it can be seen that there were 100 (79.3%) respondents had negative perceptions and lack of ability in English. Meanwhile, there were 77 (56.3%) students had good perception and good language abilities. From this data it can be concluded that most of the students had negative perception about English. Because of that problem, most of the students also had lack ability in English. Besides, it can be inferred from the table 5. above that even the students had bad perception about English learning, 40 students still had good ability in English. Then, the students who had positive perception not all of them had good ability in English. They were around 77 students. It means that there are some side factors that make this case can be existed for example parental and environment support.

The result of this research is in line with (Nazara, 2011). She found that the students' perception will influence their ability and confidence in speaking. It can be indicated that most of the respondents (55%) had bad perception in learning English especially speaking. They tried avoid speaking due to their fear of lecturers' 'scolding' and classmates' laughing. Those problems influenced their ability especially in speaking skill.

Moreover, based on statistical test results revealed that there was a significant relationship between students' perception and their ability in English with $p = 0.0005$. Then, from the analysis, it also was found that the Odds Ratio (OR) value was 3,63. It indicated that the students who had negative perception had 3,632 chance in increasing their English ability if it was compared to who had positive perception. It is also supported by (Sekharan Nair et al., 2014). They conducted a research related to students' perception of the

importance of English language on 150 Upper Six students from 755 students (populations) from six schools in the district of Marang, Terengganu. They also studied was whether their attitude towards learning English language is positive and whether they receive sufficient parental encouragement and support in their English language learning. The result of the research found that there was a significant relationship between students' perception toward their attitude and ability learning English. It means that the students were aware of the importance of English language and they also had positive attitude towards English Language learning. Besides, the other aspect such a parental encouragement and support scores had a high total mean. In conclusion, the students' perception in learning English has a great influence toward their ability and attitude. Parental support and encouragement will also give the impact for the students' ability and attitudes in learning English.

D. Conclusion

From the results of the research above, it can be concluded that the perceptions and motivations possessed by students greatly influence their abilities. From this study, it is noted that students' motivation and perceptions were lack in learning English so that it may have a big impact on their ability to use English. The students may have difficulties in completing the task in listening, reading, writing and responding in English. There are some factors that affect such attitudes and culture of the people in their environment and so on. Then, there was a significant relationship between students' motivation and perception toward their ability. It short, it can be concluded that most of the first semester students' in STIKes Fort De Kock Bukittinggi appear

unprepared to face international competitiveness because they do not have enough motivation and good perception in learning. It also affects their ability with speaking, writing, reading and listening in English. However, students must overcome their reluctance to study English in order to be prepared to be competitive globally.

E Suggestion

The researchers suggest that education providers in particular have to make extra efforts to improve perceptions, motivate students to comprehend English skills with innovative and creative methods so that students are more interested to study and understand English. Then, educational institutions also provide an active learning environment or community so that it can be used by students as a support system for them to improve their English skills and do continuous evaluations of their English language skills. Furthermore, this research is expected to provide a reference for further researchers in finding alternatives so that students improve their motivation and perception in learning English. By doing that, it may support their learning in order to compete in today's world or of international competitiveness.

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