



English language learning motivation of sports exchange students

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Received: 5 May 2021

Revised: 22 May 2021

Accepted: 30 May 2021

Abstract: One of the benefits from students exchange program is to learn a foreign language. In the Faculty of Sports Science, UNNES, most students going abroad all-around Southeast Asia which English is the medium of instruction between countries. Thus, the exchange program were likely helped to motivate them to learn English. However, limited studies have discussed the English learning motivation of students who have been studying abroad. This study aims to explain the students' motivation to learn English after being exposed to the exchange experience. The study explains their motivation in two domains: intrinsic and extrinsic motivation. It is descriptive quantitative research with a set of questionnaires as the primary source of data supported by interviews as the secondary data. The subjects of this study are 37 students from 4 majors; sports science (12), public health (11), physical education (7), and coaching education (7) which consisted of 20 females and 17 males, under the Faculty of Sports Science, UNNES who experienced the exchange programs between 2018-2019. The study found that personal belief on the importance of English to upgrade self-capacity, followed by practical practice of independent study to upgrade English performance, are the intrinsic motivational factors embraced by the exchange students. Furthermore, the exchange students' view of the importance of English for their future career and the positive opinion from their environment on the people who can speak English have extrinsically motivated them to learn English. Future study needs to involve bigger participants by comparing those exchange and non-exchange students and examine the role of motivation toward the student's learning performance.

Keywords: sports students, students exchange, motivation, English skills.

How to cite: Suraya, F., Rahayu, S., Mohamed, M., Mohamed, A.M.D., & Anggrahini, M. (2021). English language learning motivation of sports exchange students. *Journal of Science and Education (JSE)*, 1(2): 80-92.



INTRODUCTION

A student exchange program has gained much traction in universities worldwide (Rabinowitz, 2013), as the program proposes several benefits either for students or for the institution. The research discussed several benefits of student exchange program namely students have the opportunity of learning and embracing themselves with a new language (Berg, 2016; Lin et al., 2021) students get social and cultural experiences, students become more multiculturalism (Fleckman et al., 2015; O'Brien et al., 2019), getting a new understanding of the country they visited, and building international relationship among students (Berg, 2016; Lin et al., 2021; Wu et al., 2015). Interestingly, students who experience exchange study develop beyond their area of study and embrace themselves in an international and intercultural interaction (Chan et al., 2018; Wu et al., 2020). The exchange program is also the best way to become proficient at speaking a foreign language, experience different teaching styles, and build an International Resume (Moody, 2019; Shulsinger, 2017). An International collaboration project is also great in improving students' cultural competency skills



and basic networking (Chan et al., 2018; Wu et al., 2020). Upon those many benefits of the exchange program, most of the research agree that exchange program help students to be more proficiency of their exchange language.

The Sports Student Exchange Program (SSE) is a program where students from partner universities from sport-related majors come to our faculty and vice versa. The student exchange program is a reciprocal activity between two universities or more to exchange students for a certain period. Hinojo-Lucena, in his research about International collaboration, found that the collaboration between also countries improve learning and relevance for exchange information (Hinojo-Lucena et al., 2020). It also teaches different methods and systems in learning specific knowledge (Henderson et al., n.d.; Hinojo-Lucena et al., 2020).

The exchange students from various countries sometimes hard to communicate using country dialect, thus English as a lingua Franca to connect this multiculturalism background of the students. English as a lingua franca uses English between speakers of various first languages for whom English is the only communicative medium of choice and frequently the only alternative (McCambridge, 2019). The English language is highly needed to raise the value of our graduates at the International level (Dauyah et al., 2018). Therefore, the benefit of an exchange program in motivating the students to communicate using the English language is highly valued.

Faculty of Sports Science (FSS), Universitas Negeri Semarang (UNNES) is one of the Faculty in UNNES, which shows a high commitment to Internationalization (Sihono & Suraya, 2019). The internationalization is showed by its activeness in ACPES (ASEAN Council of Education and Sport). Together with eleven universities from five countries, namely Thailand, Malaysia, Indonesia, Singapore, and the Philippines, FSS UNNES hosted various activities, namely international conferences, joint research programs, joint publication programs, lecturer exchange programs, student exchange programs, community services, and internship exchange programs, to name but a few. The student exchange program is one of the most popular one followed by all the countries' member including the FSS, UNNES. To maintain the communication between countries, all member use English as a lingua franca for academic and daily communication. Due to the high intensity of English uses, it is likely beneficial to know the exchange student's motivation in learning English after completing the program.

Research by Suraya et al. mentioned that students of FSS who have joined an exchange program tend to repeat their experience by joining another exchange program whenever offer (Nurrachmad & Suraya, 2019). They are also more active in some international events compared to those who never joined the program. As the exchange students mostly communicate in English with others. However, a minimum study discusses the relationship between the exchange program toward the student's motivation to learn the English language, especially English as lingua Franca (Nagy, 2016). In addition, the fact that English is important in all sectors not to mention in sports sector are sometime be underestimated until the students experience the need of using English during their exchange program. Therefore, this study attempts to fill the gap by asking

students' motivation to learn English after they experienced an exchange program. This research proposed that intrinsic and extrinsic motivation to learn English should work for non-English major (Sports major). This research aims to explain the student's motivation (intrinsic and extrinsic) to learn English after being exposed to the exchange experience.

METHOD

It is descriptive quantitative research with a set of questionnaires as the primary data supported by interviews as the secondary data. It aims to measure the students' intrinsic and extrinsic motivation to learn English. The population of the study is students who joined the SSE program. The students are at least sophomore-level, so there should be enough chance for them to choose to join or not joining an exchange program. The sample composed of the students from FSS, UNNES by using a purposive sampling technique. Of 37 sports science, students agree to participate in the study which consist of 20 females and 17 males. The students have exchange experiences in the year 2018 and or 2019. The students are mixed from sports science department (12), physical education (7), coaching education (7), and public health science (11).

The primary data were collected from survey tests and interviews. The survey instrument, in the form of an online questionnaire, was validated through expert judgment. A questionnaire is a data collection technique conducted by giving a set of questions or written statements to respondents to be answered. The method used is a closed questionnaire (Kurbani, 2017). The test analysis will use quantitative descriptive analysis.

In preparing the questionnaire, indicators have been determined which were used as the basis for compiling the questions in the questionnaire. The indicators of the motivation to learn English is divided as intrinsic motivation and extrinsic motivation. Intrinsic motivation is defined to be involved in student activities that can appreciate and satisfy something to do, whereas extrinsic discusses actions that can be taken to receive achievement (Zaccone & Pedrini, 2019). The scoring for each indicator is strongly agree, agree, disagree, strongly disagree. The questionnaire is modified from Saheb (2015) which can be seen in the Table 1.

The next instrument is an interview rubric. The interview intended to gain knowledge about the subjective meanings understood by the individual regarding the research topic. The interview was conducted through a zoom meeting and or WhatsApp video call. According to Lexy J. Moleong (Yuhana & Aminy, 2019), an interview is a conversation with specific goals. In the implementation of this research, the researcher used a semi structured interview technique conducted with the respondents. The purpose of using structured interviews is to find problems more securely and do not extend from the focus of the problem.

Table 1. Motivation Indicators

Indicator	Statements	Number	Total questions
Intrinsic Motivation	I feel confidence to speak English	1-5	5
	English is important to upgrade my capacity		
	I learn English all by myself		
	Learning English is easy		
Extrinsic Motivation	English is important for my personal development	6-10	5
	Others will have better opinion about me if I speak English		
	English will support my academic career		
	My friends encourage me to learn English		
	Outside of the English class, western movie, western song and some interesting books make me want to learn English		
	Mastering English is important for my future career		

The stages carried out for interviews; then the stages carried out by researchers in conducting interviews, namely (Henry et al., 2012).

1. Make guidelines for interview questions arranged in accordance with the formulation of the problem.
2. Determine the subject of the interviews, namely representatives of SSE from FSS, UNNES.
3. Interview method via zoom or WhatsApp video call.
4. Record the interview and convert it into a script.
5. Ensure that the results of the interview are following the information required by the researcher.
6. Analyze the results of the interview.

Some of the interview question are: Are you interested to learn English? When did you start to learn English? What is your purpose of studying English? Is there any interesting experience related to English barrier during your exchange program? Is the SSE program influence your interest to learn English? Is there any SSE experience which improve your English performance? What do you think of the benefit of English for your long-term project? And what factors that encourage you to improve your English ability?

The study uses data analysis techniques based on data that has been collected. Quantitative data are processed using statistical analysis, whereas the qualitative data are explored descriptively. The data were explained using descriptive quantitative analysis.

RESULTS AND DISCUSSION

RESULT

Student's English Learning Motivation

English is one of the critical roles to success at the international level. The motivation in this study is divided into intrinsic and extrinsic motivation. Research shows that students who have participated in the sports student exchange program have more experience related to the use of English and have very high motivation to learn English, as shown in Table 2.

Table 2. Descriptive Analysis of English Learning Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
English learning motivation	37	57	77	65,68	5,879
Valid N (listwise)	37				

Based on Table 2, it is known that the minimum score of English language motivation is 57, the highest score is 77, and the mean English language motivation of students is 65.68. The data shows that the motivation to speak English possessed by students who have participated in a sports student exchange is very high, with the explanation in Figure 1.

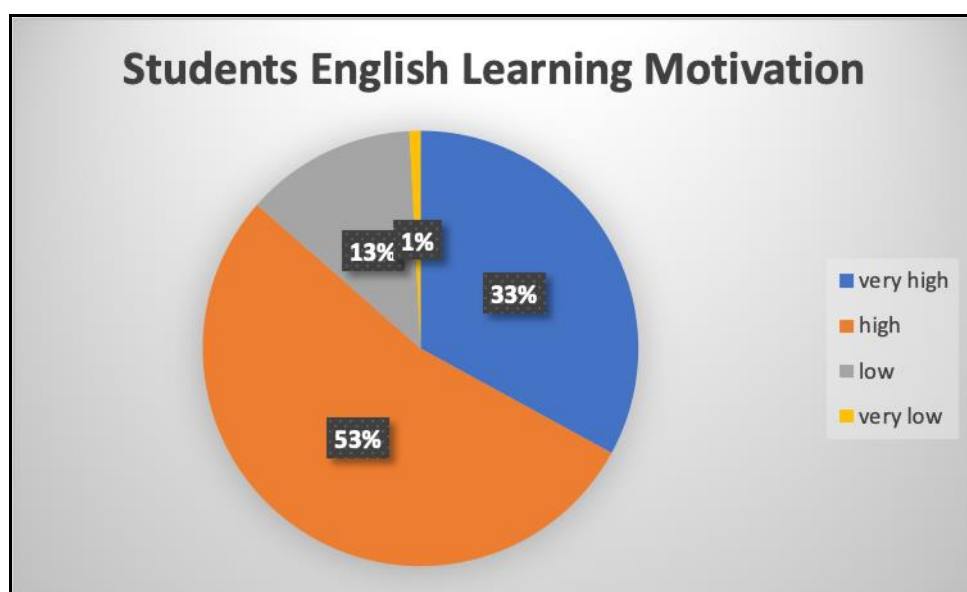


Fig 1. Student's English Learning Motivation

Figure 1 explains from total of 37 students who have participated in the sports students exchange, 53% are agree with the statement meaning they have high motivation, and 33% have very high motivation to learn English. The results of the questionnaire are also supported by the interviews:

Some of the SSE alumni were asked of when did they started learning English and if the international atmosphere (they experienced during studying abroad) give them influence to be more interested to learn the language:

Mulai kuliah saya tertarik; saya semakin tertarik berbahasa inggris saat masuk kelas internasional (Agustina, 2020).

Starting from college, I was interested; I became more interested in speaking English when I entered the international class (Agustina, 2020).

The next questions were asking if the SSE students are interested in learning English, most of them answered that no matter how difficult the English is, they do want to learn it.

Saya ingin belajar bahasa inggris namun kenyataanya sangat susah karena dalam keseharian tidak menggunakan bahasa inggris. Saya ingin meningkatkan public speaking dan berusaha belajar sendiri (Athariq, 2020).

I want to learn English, but in fact, it is challenging because in everyday life, I do not use English. I want to improve public speaking and try to learn on my own (Athariq, 2020).

This study measure students' English language motivation by examining intrinsic motivation and extrinsic motivation. The details explanation on the intrinsic and extrinsic motivation are as follow:

Intrinsic Motivation

The intrinsic factors that influence English learning motivation can be seen in figure 2:

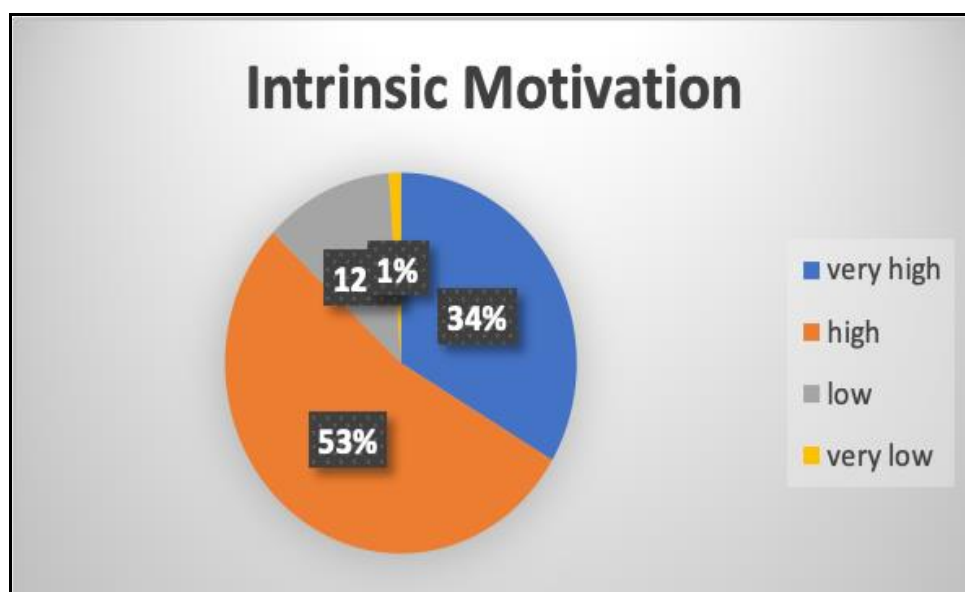


Fig 2. Intrinsic Motivation

The indicator for intrinsic motivation covers the students' confidence to speak English, their belief on the importance of English for self-capacity and personal development, their independent effort to learn English, and their view that English is easy. It shows that 53% of the exchange students have a high intrinsic motivation and 34% of them have very high intrinsic motivation. Meanwhile only 12 % have a low intrinsic motivation and 1% have very low motivation. It can be concluded that the students have high intrinsic motivation to learn English. The result for each indicators is explained in the Table 3.

Table 3. Intrinsic Motivation

Intrinsic Motivation Indicator	Very high	High	Low	Very low
Feeling confidence to speak in English	29%	54%	14%	3%
Believe that English could upgrade capacity	62%	38%	0%	0%
Doing an independent learning of English	11%	70%	16%	3%
Learning English is easy	11%	62%	27%	0%
English is important for personal development	54%	43%	3%	0%

According to the above data, most of the students are intrinsically motivated to learn English since they believe that English could upgrade their capacity (62%). In addition, their intrinsic motivation is shown from their effort to independently learn English (70%). The result is strengthened through interview with the exchange student asking if the exchange program influence them to learn English.

Semangat tentunya ada, mengikuti sport students exchange mendorong saya untuk bisa belajar dan meningkatkan kemampuan terutama dalam bahasa inggris.... (Wahab, 2020).

Of course, there is enthusiasm; participating in a sports student exchange has encouraged me to be able to study and improve my English skills.... (Wahab, 2020).

Pastinya ada, dimana kita dapat menguasai bahasa Inggris dan bahasa asing. Karena pengalaman saya ke luar negeri adalah ke Malaysia jadi saya pikir masih banyak juga yang berkomunikasi menggunakan bahasa. Namun ketika saya disana hampir keseluruhan orang yang saya temui berkomunikasi dengan bahasa Inggris jadi menjadikan saya semakin semangat untuk belajar (Aminulloh, 2020)

Of course, there is, where we can master English and foreign languages. Because my experience abroad is in Malaysia, I thought there are many will communicate in Bahasa. But when I was there, almost all of the people I met were communicating in English, so it made me even more enthusiastic to learn English (Aminullah, 2020).

Minat untuk belajar Bahasa Inggris sangat meningkat setelah saya melaksanakan KKN Luar Negeri. Hal tersebut terbentuk ketika saya setiap harinya berkomunikasi dengan Mahasiswa maupun dosen sana lalu aktivitas aktivitas seperti ikut serta pembelajaran dikelas dengan mahasiswa sana, lalu ikut serta berpartisipasi workshop disana mewajibkan saya untuk bisa Berbahasa Inggris. Disitulah minat Berbahasa Inggris saya meningkat (Faizin, 2021).

My interest in learning English increased after I joined the Community Service Abroad. This was formed when I communicated every day with students and lecturers abroad and followed activities such as taking part in-class lessons with Malaysian students, then participating in workshops which required me to speak English. That is where my interest in speaking English increased (Faizin, 2021).

The interview shows that Rohman feels English when he was abroad and needs to communicate with others. The same things with Wahab, joining the SSE motivates him to learn English for daily communication. While Faizin, taking classes and participating in some workshops which use English as the medium of instruction has motivated him to learn English. Thus, the research agrees that the exchange program students have a high intrinsic motivation to learn English.

Extrinsic Motivation

Motivation to learn English may also come from outside. The arrival of an overview of the extrinsic motivation of learning English for students participating in the student exchange can be seen in Figure 3:

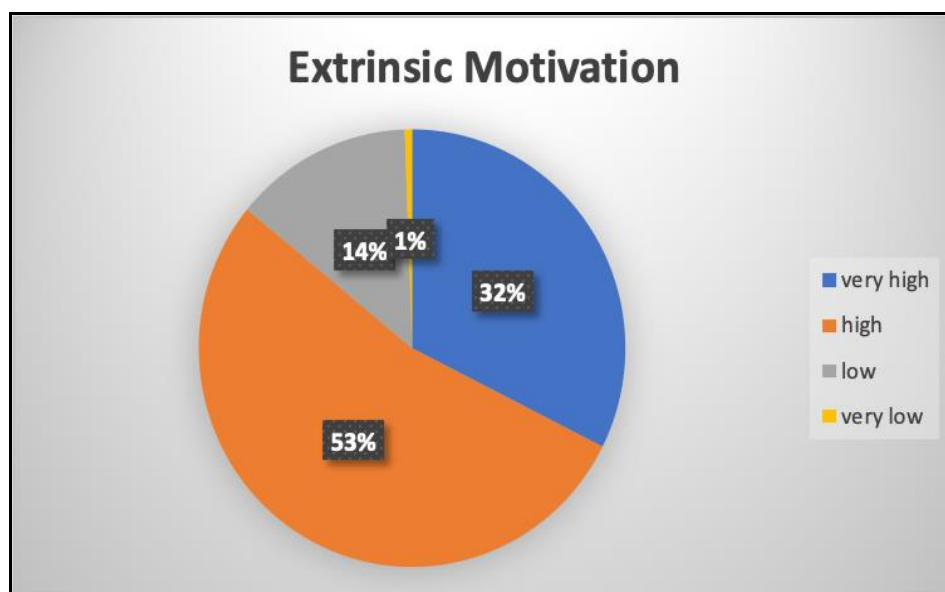


Fig 3. Extrinsic Motivation to Learn English

This study's reference for extrinsic motivation includes building people's positive opinion, academic motivation, getting more friends to support, expanding learning sources, attraction to understand interesting movies, song, and book, and better career opportunities. Of 53% students have a high extrinsic motivation and 32% of them have a very high extrinsic motivation. The explanation of each extrinsic motivation indicator is shown in table below:

Table 3. Extrinsic Motivation

No	Extrinsic Motivation Indicator	Very High	High	Low	Very low
1	Others will have better opinion about me if I speak English	24%	60%	16%	0%
2	English will support my academic career	21%	57%	19%	3%
3	My family/friends encourage me to learn English	30%	49%	21%	0%
4	Outside of the English class, western movie, western song and some interesting books make me want to learn English	35%	54%	11%	0%
5	Mastering English is important for my future (work) career	51%	49%	0%	0%

It can be seen that the most influential indicators are the student's belief that mastering English is very important for future (job) career (51%) and their view that others would have better opinion about them if they could speak English (60%). The interviews also support the data, one of which is regarding the question on the benefits of mastering English. It shown that students feel proud when they can speak English with foreigners and they belief that the English ability would support their dream to continue their education abroad, as revealed from the following interview.

Untuk berkomunikasi dengan orang asing dan membuka kesempatan berkarier dalam dunia kerja, lanjut studi, dan menambah kemampuan berbahasa (Putri, 2020).

To communicate with foreigners and open career opportunities in the world of work, continue studies, and increase language skills (Putri, 2020).

...ketika ada orang berinteraksi menggunakan bahasa inggris terlihat keren dan membuat saya termotivasi untuk dapat mempelajari bahasa tersebut. Keinginan melanjutkan studi ke luar negeri juga menjadi salah satu tujuan saya belajar bahasa inggris (Hastari, 2020).

when I saw people speaking in English, I think they look cool; it motivated me to learn the language. Also, my dream to study abroad is one of my goals in learning English. (Hastari, 2020).

With regards to a question on the function of English for the students' career, some students argue that English ability would support their work

Tujuan saya untuk dunia pekerjaan, karena dalam dunia pekerjaan pastinya ada penggunaan bahasa inggris dan tidak hanya bahasa indonesia saja (Pamungkas, 2020).

My goal (of learning English) is for my future working life because later at work, instead of Bahasa, English must be helpful as well (Pamungkas, 2020).

In the academic world, there are many literary books in English. Thus, English is the window to literacy.

Untuk mencari ilmu dan menambah wawasan, karena banyak sumber-sumber ilmu yang menggunakan bahasa inggris (Dianti, 2020).

To seek knowledge and add insight, because many knowledge sources use English (Dianti, 2020).

In addition, the demands of speaking English with foreigners during a sports student exchange require students to continue to improve their English proficiency, as discussed in the following interview:

Ketika berada di luar negeri hampir keseluruhan orang yang saya temui disana menggunakan bahasa inggris dan tidak ada yang paham bahasa indonesia. Jadi dalam kaitannya hal tersebut mau atau tidak mau wajib menggunakan bahasa inggris. Disitu saya belajar dan terus belajar untuk meningkatkan kemampuan bahasa inggris (Pramana, 2010).

When I was abroad, almost all of the people I met spoke English, and none understood Indonesian. Thus, whether I want it or not, I must use English. Then I studied and continued to improve my English skills (Pramana, 2010).

Based on the questionnaire and the interview result, it can be concluded that the purpose of students studying English is to gain people positive opinion, communicate with foreigners, open the windows to knowledge, support their career, and prepare for studying abroad. Thus, it can be concluded that some Extrinsic factors above have motivated students to learn and speak English.

DISCUSSION

This study explores the intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000; Subakthiasih & Putri, 2020; Valerio, 2012) of sports students who have experienced an exchange program to learn English. Self-determination theory defines people's motivation in two main categories: intrinsic and extrinsic motivation (Zaccone & Pedrini, 2019). A study highlighted that motivation in learning English could not be separated from attitudes and affective conditions of students, which can directly affect the efforts made by students in studying foreign languages (Dauyah et al., 2018). The students, who have been studying abroad, have a confidence to speak English, strong belief that English would update their capacity and personal development, and they made some efforts to learn English, which are the indicators of intrinsic motivation. This is in line with what Berg and Lin discussed in their paper about the contribution of exchange progra

ms to motivate students to embrace a new language (Berg, 2016; Lin et al., 2021).

One of the internal factors that can affect learning achievement is learning motivation. This motivation will encourage someone to do something to achieve goals. If students are motivated to do learning during lectures, there will be effective learning, ultimately resulting in high learning achievement. As some research agrees that motivation can function as a driving force for business and achievement (Acquah, 2017; Sudjimat & Permadi, 2019), this research found that the students who have been studying abroad have a future dream to continue their study abroad thus they are likely to upgrade their English skill to meet the requirement of some scholarship abroad.

Attitudes and affective conditions are the driving factors that encourage students to put more effort into learning so that the goals of learning English can be achieved. Attitude toward the language is categorized as intrinsic motivation. This study believes that students' positive perspective toward English such as have a confidence to speak English, ensuring themselves that learning English is easy, and independently made some efforts to upgrade their English ability are intrinsic reasons to develop their motivation to learn the language. Research explains that the primary basis of communication in English is through regular practice (Derwing et al., 2008; Forey & Cheung, 2019; Qian, n.d.); this view is well supported in this study due to in the foreign country during the exchange program, the students are highly motivated to practice English for likely none of the people around understand Bahasa.

Discussing extrinsic motivation, the indicators discussed in this study are students extrinsically motivated to learn English to gain positive opinions, better academic achievement, get more friends, get access to learning sources, and get a better (job) career opportunity. The research discussed compensation orientation (extrinsic rewards) (Zacone & Pedrini, 2019) and outward orientation (comparing self to others) as an indicator of extrinsic motivation (Liu et al., 2020). Students strongly agree that positive opinions about people who can speak English have driven them to learn the language.

This research shows that students strongly believe in the importance of mastering English to communicate with others. During the exchange program, students are required to join classes and give some presentations in English. The surrounding natural environment has extrinsically motivated them to learn English so they can show up their skills. Although initially, the students did not dare to speak English in public, the demand to speak up for daily communication had a positive effect on their courage to speak English. Students are intrinsically motivated due to the personal challenges they face (Liu et al., 2020). Thus, the students realize that English is necessary for communicating with foreigners as previous studies have discussed that the exchange program encourages students to be more confident to communicate in English on and off-campus (Berg, 2016; Chan et al., 2018; Sowa, 2002).

The SSE in FSS has succeeded in developing students' motivation to learn English. Thus, the program supports the students to broaden their minds and interact with the world beyond them through English as the

medium of communication between countries (Nagy, 2016). Even though it is challenging for SSF students to use English, their motivation has forced them to equip the language in their daily activities on and off-campus. Unfortunately, not all the students who participate in the exchange program can get involved in this research because some have graduated or are currently carrying out internships and field practice outside the university. The future study needs to involved bigger participants as well as doing in depth interview to gain more knowledge on the influence of motivation toward the students' efforts to upgrade their English performance.

CONCLUSION

This study shows that personal belief on the importance of English to upgrade self-capacity is followed by practical practice of independent study to upgrade English performance are some intrinsic motivation embrace by the exchange students. Further, their view of the importance of English for their future career and the positive opinion from their environment on the people who can speak English have extrinsically motivate them to learn English. This study agree that intrinsic and extrinsic motivation are crucial for learning English.

Our findings provide theoretical and practical implications that could be used in addressing other research questions. A theoretical implication is that the intrinsic and extrinsic motivation to learn English is also valid for non-English students (sports students). Both aspects, intrinsic and extrinsic, need to be considered when studying the antecedents of learning English for non-English majors. The practical implication is that education should be aware of their students' motivation to learn English to create engaging English materials that will support and answer their motive since it would lead to a higher level of learning performance. This research gives a fundamental overview of exchange sports student's motivation in learning English. Further study needs to compare exchange and non-exchange student's motivation and examine the role of this motivation toward the student's learning performance.

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