STUDENTS’ MOTIVATION OF LEARNING ENGLISH AT
MATHEMATIC EDUCATION PROGRAM OF FACULTY OF TEACHER
AND EDUCATION AT UNIVERSITAS KRISTEN SATYA WACANA

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Abstract

Knowing the importance of motivation in learning English for specific purposes could influence the students’ success, this study aimed to provide a description of motivation that the students’ of Mathematics Education Program of Faculty of Teacher Training and Education had in learning English for a specific purpose. This was viewed from Deci and Ryan Self-Determination theory (2000). The participants of the research were 10 students of Mathematics Education program of Faculty of Teacher Training and Education of Universitas Kristen Satya Wacana. The data were taken through interviews and the participants should answer 5 major questions that measured the types of motivation including intrinsic motivation, external regulation, integrated regulation, introjected regulation, identified regulation, and there was also a follow up question if only they were amotivated. The result showed that most of the participants were integratively and externally motivated in learning English. Interestingly, that they already understood the importance of learning language and most of them were also motivated by their English teachers. This study might help the future researcher to have a deeper discussion that might occur to the students in ESP level and also find the most suitable class activity to gain better achievement for the learners’ goal based on the motivation that the students had.

Keywords: Motivation, ESP, learning English