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Homeschooled Students' Motivations for Learning English as a Foreign Language: A Qualitative Study

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ABSTRACT

Homeschooling is an educational system that is different from the usual school system. From the name, homeschooling means an educational system that is done at home. In other words, homeschooling is family-based education. The levels of education covered in homeschooling can range from primary to secondary education. This study deals with twelve (12) teenage students' motivations for learning English in a homeschool in Salatiga, Central Java, Indonesia. The participants aged between 12 and 13 years old. Data were collected through questionnaires and interviews with the students. Findings revealed that the twelve students had both intrinsic and extrinsic motivations in learning English. This study is hopefully beneficial for teachers teaching students in homeschools so that they can understand more deeply their students' motivations in learning English. Also, it is hoped that EFL teachers teaching homeschooled students can motivate their students to have stronger motivations in learning this international language.

Keywords*: Children, Teenage, Homeschooled, Homeschooling, Motivation, EFL*

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INTRODUCTION

English is recognized as an international medium of communication among people all over the world. The majority of people believe English to be a global language since it is the one language spoken and understood by the largest number of people worldwide. In Indonesia, English is taught or studied as a foreign language and it has an essential role in every aspect, particularly the educational aspect. The status of English in Indonesia is different from the status of English in other countries in which English is a second language (ESL), like Singapore, Malaysia, or South Africa. In foreign language learning, students at school need motivation to support their learning. Quan (2014) stated motivation is an important factor that can greatly influence the

achievement of learners' second language or foreign language acquisition. Therefore, motivation is a key factor to keep students interested in their language learning.

"Motivation is the effort, the drive, the desire, and the energy a person uses to activate and maintain goal-driven behavior" – Murray Johannsen. The quotation shows that motivation requires a certain level of work from students to engage in activity, to do more effort, and to be aware of the aim of their actions. Moreover, in terms of learning English, successful learners know if they have the motivation to learn the target language. According to Othman and Shuqair (2013), the motivation of learners greatly affects their willingness to take part in the process of learning. It implies that if students are motivated, they will put more effort to get a successful result. Motivated students will put up extra effort to master the target language and pay closer attention to it inside or outside the classroom.

Numerous studies have demonstrated a motivation in learning English as a second language. As mentioned by Hayikaleng, Nair & Krishnasamy (2016) that a student's motivation is a crucial aspect of English language learning success. It can be concluded that students' success or failure in learning a foreign language depends on their level of motivation. Hence, it can be stated that motivation has a significant and vital role. Another theory from Hong and Ganapathy (2017) said motivation is a process that cannot be observed directly but can be inferred by behaviors, such as effort, persistence, and verbalization. In other words, motivation is an urge that motivates someone to perform in pursuit of particular goals. Without motivation, a person has no desire to learn the target language.

In addition, there is also another concept in the field of motivation in learning the target language. Gardner (as cited in Ng, 2015) discussed that there are two types of motivation namely intrinsic and extrinsic motivation. Intrinsic motivation is the motivation from "inside". For instance, the desire of students to enjoy the lesson taught by their teachers. Whereas extrinsic motivation is motivation from "outside", such as the need to pass a final test for a brighter future. Both types of motivation have a significant impact on academic achievement. Thus, intrinsic motivation and extrinsic motivation is an effective and valuable aspects of second language acquisition.

Derived from the explanation above, the researchers are concerned about conducting a study entitled "Homeschooled Students' Motivation in Learning English as a Foreign Language" to teenage students aged between 12 and 13 years old in a homeschool in Salatiga. The consideration is because the students had passed English in their previous level of learning, so the researchers assume that they had experience learning English and would be motivated to intrinsic or extrinsic to learn English more. Consequently, the researchers are interested to know the types of motivation that students have in learning English.

This study was focused on one research question: *What are the types of motivation homeschooled students have for learning English as a foreign language?* This study aims to analyze the students' motivation toward learning English as a foreign language in a homeschool. To reveal what kind of motivation the students have. Therefore, the purpose of the research is to describe the students' motivation in learning English in their school.

The results of the research hopefully can provide information about students' motivation during their study at homeschool especially in learning English. By knowing about students' motivation, teachers may know the student's interest in learning English as a foreign language.

Through this research, it is hoped that EFL teachers in Indonesia can understand

students' motivation better and direct them to their purpose based on their motivations. The finding of this research hopefully can contribute to enriching the theories of motivation and could function as previous research for other researchers in referring to motivation.

Homeschool

Homeschool is an option for education for children who do not adjust well to school. As Krumsvik (2020) reported, homeschooling allows students to focus only on what is important to them. It also makes learning more enjoyable since they study at their own pace, and it influences their academic progress in various ways. Thus, homeschooled children tend to score higher or similar compared to regular children attending public schools. Children become more responsible for themselves and have control of their education. Moreover, homeschooling is a legal education system in Indonesia. Regulation No. 129 of the Minister of Education and Culture of the Republic of Indonesia in 2014 stated that homeschooling is a method of providing educational services that are consciously and intentionally carried out by parents or family at home or other locations in the form of a single, plural, or community (Purwaningsih & Fauziah, 2019). It is also mentioned that the learning process can take place in a conducive atmosphere, to maximize the potential of each learner.

Motivations in Language Learning

Motivation is needed to achieve a certain goal, especially in the learning process. According to Brown (2007), as cited in Husna and Murtini (2019), motivation is the internal drive that pushes someone to do things to achieve something. A certain goal will be achieved when a person is attracted to it and has a big motivation in doing it. Motivation is very important because when someone wants to achieve something, he/she will put much effort to make it happen. From a cognitive point of view, there are two kinds of motivation; extrinsic and intrinsic motivation which is the motivation that influences outside and inside of the students.

a. Extrinsic motivation

Ryan and Deci (2020) assume extrinsic motivation refers to behaviors carried out for purposes other than self-satisfaction. In other words, extrinsic motivation comes from the outside and is defined as the desire to attain goals influenced by an outside source, such as the necessity to pass a test and the goal to achieve a better future.

b. Intrinsic motivation

Intrinsic motivation refers to a person's desire to achieve something that comes from inside them and is not prompted by any external reward or punishment. Intrinsic motivation is crucial and necessary for the process of assimilating or blending one's accessible internal awareness and knowledge with new information (Mahadi and Jafari, 2012). In fact, intrinsically motivated individuals do and practice the activities and work because they feel that those activities are enjoyable.

Self-Determination Theory

Self-determination theory (SDT) has been one of the most important approaches to modern motivation. It is connected to intrinsic and extrinsic motivation. The first refers to an individual's motivation for students to learn a second language. In extrinsic motivation, the individual anticipates an extrinsic benefit, such as good grades or other people's praise. These statements are also supported by Ryan & Deci's study (2020). They said SDT is a broad framework for understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation, and psychological wellness, all of which are directly relevant to educational settings.

Previous Studies

Before conducting this research, several researchers carried out similar research. The first study was conducted by Sari (2019) titled "Students' Motivation in English Language

Learning Viewed from Gardner Theory". This study aimed to find out the level of motivation in learning English among second-year students in a university in Bengkulu and also to find out the dominant type of integrative or instrumental motivation. This study used descriptive quantitative analysis and the technique used in collecting the data was a questionnaire and interview. The questionnaire items were adapted from Gardner's Attitude/Motivation Test Battery (AMTB). The result of the study indicated that the majority of the students learn English because of integrative motivation. They learn English to understand the people and the culture. The difference between this study to Sari's is that the types of motivation used intrinsic and extrinsic motivation in learning English. Also, the researchers used a descriptive qualitative to analyze the study.

The second study was conducted by Yuzulia in 2021 titled "A Study on Students' Motivation towards Learning the English Language." She identified how students in a public school in Pekanbaru have high motivation in learning English. The result was that the respondents showed their intention to learn English by attending class on time, feeling the need to master English, learning English in their free time, and having their teacher as the biggest inspiration to learn English.

From the previous studies mentioned above, the difference between this study to Yuzulia's is that the type of motivation was analyzed to find out which is most dominantly used by homeschooled students in an English environment. Yuzulia's study was conducted using questionnaires only to gather data, while the researchers are going to use interviews after giving the questionnaire to confirm their answers and ask follow-up questions to gain more information.

Derived from the explanation above, the researchers are concerned about conducting a study entitled "Homeschooled Students' Motivation in Learning English as a Foreign Language" to students at age 12 to 13 at a homeschool in Salatiga. The consideration is because the students had passed English in their previous level of learning, so the researchers assume that they had experience learning English and would be motivated to intrinsic or extrinsic to learn English more. Consequently, the researchers are interested to know the types of motivation that students have in learning English.

METHODOLOGY

The research participants were selected from a homeschool that utilizes English as a medium of instruction. The students were English as a Foreign Language (EFL) learners. They were between 12 and 13 years old. Twelve (12) respondents were selected for this research.

Instruments of Data Collection

The researchers used two types of data collection. The first type of data collection instrument was a questionnaire consisting of 12 statements. Items about intrinsic motivation are illustrated in statements number 1 to 8. Please see Table 1. Items of extrinsic motivation are reflected in statement number 9 to 17. A two-point Likert scale was used to measure respondents' points of view with which they agreed or disagreed with the particular statements. According to Joshi et.al. (2015), the Likert scale is one of the most fundamental and widely used psychometric tools in research in the social and behavioral sciences.

The second type of instrument was interview questions. Interviews were conducted; 2 students were interviewed. A semi-structured interview was conducted with students who had unique or unclear answers. To obtain confirmation with greater understanding, the participants were interviewed orally in English. However, some questions were explained in Bahasa Indonesia when the students did not understand the questions. A few questions for the interview are

predetermined, and the rest were unplanned in advance.

Data Collection and Analysis

The research design is descriptive-qualitative and the data were collected through questionnaires and interviews. The reason for choosing qualitative research design is to investigate by focusing on the types of motivation students had in learning English as a second language. This research is based on a research question relevant to the student's motivation in English language learning at homeschool.

To help the students understand, the questionnaire items were given in two languages, Indonesian and English. It was because of the concern for students' competency level in English. The data were obtained through an online and offline survey. Students at school were gathered in a classroom and online students joined a Zoom Meeting at the same time to fill out the survey on Google Forms. The results of the questionnaire were then analyzed to find the unique or unclear answers from the participants to be later interviewed. There were two participants chosen to be interviewed. The interview was conducted via Whatsapp using the voice note feature. Finally, the data were then analyzed in percentages using descriptive explanation. The discussion was also combined and related to some theories to support the analysis.

FINDINGS AND DISCUSSION

This section describes the questionnaires and interview results from homeschooled students at a homeschool in Salatiga. As mentioned previously, the research question for this study is "*What are the types of motivation homeschooled students have for learning English as a foreign language*?"

Questionnaire Answers

As presented in Table 1, it was found that 75% of students (9 students) learned English because they wanted to continue their study abroad. As many as 83.3% of the students (10 students) wanted to travel around the world. They had a desire to study overseas because English is a global language used by most people worldwide, so they could use it when they traveled abroad. "I feel like the English language is used worldwide and it will be easier for me to travel and work abroad," Student A stated in the questionnaire answer. Following the above statement, Ramazannejad et al (2021) said that push factors have to do with individual, intrinsic motivation factors including adventure, relaxation, evasion, and escape from routine.

All or 100% of students agreed that they learn English to understand English books, movies, and songs as well as converse with foreigners. Reading books, watching movies, and listening to English songs were examples of hobbies that could make them skillful in mastering English. Furthermore, the students were able to communicate with foreigners to practice their English.

As reported by Ryan and Deci (2000), intrinsic motivation is described as engaging to do something for its own sake rather than achieving a specific goal to enjoy it more. When someone is intrinsically motivated, he or she is driven by the fun of the tasks given to them rather than by external factors, demands, or rewards. Student B stated, "Therefore, I can talk to others and I can understand other people's language" (Student B's questionnaire answer). Another student, Student C, mentioned, "I want to learn English because it is a very useful language for communication in the present time and the future" (Student C's questionnaire answer)

More than fifty percent (58.3%) of the students agreed that they want to interact in English with other people like native speakers. Student D asserted, "I want to speak English smoothly" (Student D's questionnaire answer). Besides that, one hundred percent (100%) of the students agreed they needed to study English

since it was beneficial for their future careers, such as getting a job. Here is Student E's statement."Being able to speak English opens up more job opportunities for me, and will definitely help me, since English is a very largely used language" (Student E's questionnaire answer). In line with Student D, Student F admitted, "Because I want to learn many things about the English language, and it can help me in the future" (Student F's questionnaire answer). Student G strengthened this idea, "English is the key to success in my future career" (Student G's questionnaire answer).

The above statements were supported by a study conducted by Husna and Murtini (2019). The results showed that the extrinsic motivational level is higher than the intrinsic motivational level. This motivation is derived from outside of the students. For example, students need to get a good job, they need to pass their examination. This motivation can also be considered instrumental motivation. Citing Ellis (2012), Listyani (2022) also mentioned that learners with an instrumental reason for learning L2 could be successful.

There were 16.7% of students (2 students) who disagreed with mastering English because they wanted to show their English proficiency to their friends and family. Moreover, 66.7% of students (8 students) disagreed they study English because their parents asked them to do so. They learned English because their parents were enthusiastic about it. But finally, they also loved English. "I am motivated to speak English because my parents want me to be introduced to English. I also like reading very good books and videos, but the language is only English. This is why I learn English" (Student H's questionnaire answer). Another student, Student I, also said a similar thing."I learn English because I like English and also so I can make my Mother proud of me" (Student I's questionnaire answer).

Overall, there were 58.3% of students (7 students) disagreed that learning English was a sign of being intelligent or educated. From the finding obtained by the researchers, it can be analyzed that most students own intrinsic motivation to learn English as a foreign language. As seen in Table 1, intrinsic motivation has the highest percentage compared to extrinsic motivation. Intrinsic motivation was confirmed by statements number 1 to 8. There were 75% of students (9 students) who agreed and 58.3 % of students (7 students) who disagreed. On the other hand, for point number 9 and 17, 66.7% of students (8 students) agreed and 50% of students (6 students) disagreed. Presented below are the answers of the respondents from the questionnaires.

Table 1. Questionnaire Responses on Students' Motivations

No.	Statements	Agree	Disagree
1	I learn English because I want to continue my study abroad.	75%	25%
2	I learn English to understand English books, movies, and songs.	100%	0%
3	I learn English so that I can converse with foreigners.	100%	0%
4	I learn English because I want to learn as many foreign languages as possible.	75%	25%
5	I want to be able to behave like native English speakers; e.g.: accent, and use English expressions.	58.3%	41.7%
6	Learning English is a must to make me more skillful.	83.3%	16.7%
7	I learn English because I want to travel around the world.	83.3%	16.7%
8	I am determined to learn English as best as I can to achieve native-like competency.	58.3%	41.7%
9	My English teacher is a great source of inspiration to me.	66.7%	33.3%
10	I study English because I want to do well in class assignments and exams.	75%	25%
11	I study English because my parents want me to.	33.3%	66.7%
12	Learning English enables me to meet new people outside my country.	83.3%	16.7%
13	I need English for my future career.	100%	0%

14	Being proficient in English makes other people respect me.	66.7%	33.3%
15	Learning English is important as a symbol of intellectuality.	41.7%	58.3%
16	I want to show my good English skills to my friends and family.	83.3%	16.7%
17	I want to have a boyfriend/girlfriend/future husband/wife from countries outside Indonesia.	50%	50%

Interview Results

The interview session was conducted after all questionnaires have been filled. The researchers took two participants; Participant A (male, 13 years old), and Participant B (female, 12 years old) as the representatives of the class. The researchers asked the participants about what kind of learning method to make learning English easier. Both participants mentioned that interacting with foreigners helped them to be more fluent in English.

The researchers then asked about language skills that were familiar to them. Listening skills were mentioned by both participants. Participant A added that he was familiar with reading skills most of the time. While Participant B added that she was more familiar with speaking skills. The researchers also asked about the hardship faced by participants in learning English. They claimed that the complexity of English vocabulary made it difficult for them to understand conversations or readings. Thus to overcome those difficulties, they looked the meanings up in the online dictionary.

From the results of the interview above, the researchers concluded that participants had great motivation because they opined that English as an international language was widely used and highly benefited them in matters of work and communication. They also found learning English easier when they interacted with foreigners. The complexity of pronunciation and meaning of the words became the obstacles they faced when learning English. However, they could tackle the obstacles by finding the words from online dictionaries on the Internet.

CONCLUSION

Motivation plays an important role in students' learning process to achieve their goals, especially in learning English at a homeschool in Salatiga. In conclusion, the result of this study shows that the participants have good motivation to learn English as a foreign language. They tend to have two kinds of motivation: intrinsic and extrinsic motivation. The finding results that most students at a homeschool in Salatiga are categorized as having intrinsic motivation. This can be seen from their answers that they study English to comprehend songs, movies, and novels. The students also learn English to communicate with people from other countries and for preparing their future careers.

Every coin has two sides. Everything has strengths and weaknesses. So does this study. This study has some limitations like the number of participants or respondents. Another weakness is the data collection instruments, which were limited to questionnaires and interviews. Future researchers can have more respondents so that the results can be generalized. It is also a good idea to add one more data collection method like observation before the questionnaires were given. This study hopefully can give contributions to the world of research in terms of motivation.

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