



Analysis of Internal Motivation and External Motivation Factors Affecting English Learning Difficulties in Midwifery Undergraduate Students at Universitas Adurrab

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Abstrak

Penelitian ini bertujuan untuk mengetahui faktor internal dan faktor eksternal yang mempengaruhi kesulitan belajar bahasa Inggris pada mahasiswa S1 Kebidanan di Universitas Abdurrab. Metode yang digunakan dalam penelitian ini adalah metode deskriptif untuk menganalisis faktor-faktor internal dan eksternal yang mempengaruhi kesulitan belajar Bahasa Inggris pada Mahasiswa Kebidanan. Data dikumpulkan menggunakan kuesioner yang berisi pertanyaan terbuka dan tertutup mengenai faktor-faktor internal dan eksternal yang mempengaruhi kesulitan belajar bahasa Inggris. Adapun hasil dari penelitian ini menunjukkan bahwa faktor internal yang mempengaruhi motivasi belajar siswa adalah keinginan dari diri sendiri siswa untuk belajar Bahasa Inggris, keinginan memahami literatur medis dan jurnal internasional, belajar Bahasa Inggris untuk meningkatkan prospek karier, karena suka belajar dan percaya diri yang tinggi menggunakan Bahasa Inggris untuk berkomunikasi. Kemudian Faktor motivasi eksternal yang mempengaruhi siswa dalam belajar Bahasa Inggris adalah pengaruh dosen, teman sekelas, pengaruh keluarga, mata kuliah yang wajib yang mesti diambil dan tuntutan faktor klinis untuk komunikasi dengan pasien.

Kata Kunci: *Faktor Internal, Faktor Eksternal, Kesulitan Belajar Bahasa Inggris.*

Abstract

The purpose of this research is to identify the internal and external factors influencing the difficulties in learning English among undergraduate midwifery students at Abdurrab University. The research employs a descriptive method to analyze the internal and external factors affecting the challenges faced by midwifery students in learning English. Data were collected using a questionnaire comprising both open-ended and closed-ended questions regarding the internal and external factors influencing these difficulties. The findings of this research indicate that the internal factors affecting students' motivation to learn English include their self-driven desire to study the language, the need to understand medical literature and international journals, the aspiration to enhance career prospects, enjoyment of learning, and high self-confidence in using English for communication. Meanwhile, the external motivational factors influencing students' learning include the influence of lecturers, classmates, family, mandatory courses they are required to take, and clinical demands for effective communication with patients.

Keywords: *Internal Factors, External Factors, Learning Difficulties.*

INTRODUCTION

English has now become a global language that is widely used in various fields, including education, business and technology. Mastery of English is considered an essential skill for students in preparing themselves for global competition. In Indonesia, the government has also placed English as part of the compulsory curriculum at various levels of education, including higher education. However, although English is taught since primary education, many university students still face difficulties in mastering English language skills well, especially in speaking, writing, listening and reading. Many factors influence students' interest in learning English according to (Setyawan, 2019). Learning difficulties are based on several factors including learning motivation, english intakes, the role of lecturers and students in learning, infrastructure, learning materials, and learning environment. All these factors affect students in learning.

According to (Hasibuan et al., 2013) He stated that there are 2 factors that influence students in learning English, namely internal and external factors. Internal factors are factors from oneself in learning English, the second external factor is the sociocultural variables around the learner. This factor socially requires learners to learn a second language in line with the culture. Finally, the lack of attention to these two factors in teaching will be a challenge for EFL/ESL learners as they learn. Students can experience serious learning difficulties, which makes them frustrated or demotivated with school and results in a slower learning process.

According to (Yulyani, 2023) said that internal factors are conditions from within students related to motivation or willingness to learn in learning English. Internal factors consist of academic ability and learning motivation. Other explanations of internal factors that affect learning include attitude towards learning, motivation to learn, concentration of learning, ability to process learning materials, ability to store the acquisition of learning outcomes, exploring stored learning outcomes, ability to achieve, student self-confidence, intelligence and learning success, learning habits and Student aspirations. The external factors are factors from outside the individual that affect learning outcomes. Next, according to Rooijakkers in external factors include the existence of facilities and infrastructure as well as environmental situations including family, school, and community environments that support learning abilities. In this study, the external factor variable will be proxied by the learning environment variable in higher education. According to (Syukur & Nugraha, 2019) providing English learning in accordance with the needs of the learners, if the material taught in this course is in accordance with the needs of the learners, then this will increase learning motivation so that the desired goals will be achieved well this means that external factors in providing teaching materials according to student needs can increase learning motivation.

According to (Jumaroh & Aisyah, 2021) student learning motivation is strongly influenced by the learning methods used because learning methods improve learning outcomes, especially in English courses. According to (Ratini et al., 2023) said that the factors that cause learning difficulties can be classified into two groups according to Internal and external factors where students

experience learning difficulties both from themselves and external factors such as social, non-social and pedagogical factors. According to (Hilmi et al., 2018) Improving the quality of English learning can be achieved if the background of learning difficulties is known. Information about learning difficulties can be used as a basis for determining learning objectives, methods, strategies and materials that are relevant to the needs of graduates. For this reason, a study of the background of English learning difficulties is needed so that it is no longer a frightening specter for students.

(Diana, 2018) said that what causes students to be less motivated in learning English because of the lack of English vocabulary, this is an internal factor from students. According to (Tambunsaribu & Galingging, 2021) added that there are two factors that cause students to experience difficulties in learning, namely internal and external factors. Internal factors are caused from within the learner himself while external factors come from outside himself such as from the family environment, school, community, and also from the friendship environment. According to (Sri Lena et al., 2023) stated that the lack of student skills in learning English, is still influenced by the thought that "English is not important", so this thinking affects student motivation in learning English. So teachers must provide understanding and motivation to students that currently English is very necessary in academic activities and later after students graduate from school where many workplace agencies ask or require English language qualifications.

English in higher education, especially in the midwifery S1 study program at Abdurrab University, English is a compulsory general course for students, where the course is presented 2 credits and students are required to pass. Students at Abdurrab University English language courses are an important part for them because many sources of information knowledge and literary journals and articles are in English so that students' English language skills are needed. Through this research, it is important to analyze more deeply the internal and external factors that influence English learning difficulties among students. By understanding these various factors, it is hoped that effective solutions can be found to overcome the obstacles faced by students in learning English. It can also provide input for lecturers and educational institutions to improve teaching methods and provide better support for students.

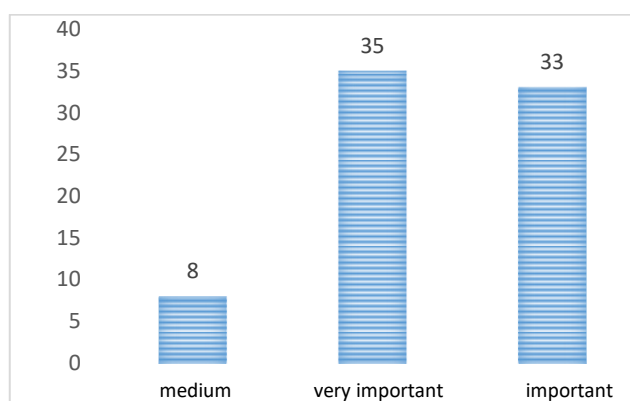
METHOD

This study uses a qualitative approach to analyze the internal and external factors that Influence English Learning Difficulties in Midwifery Students. Through this approach, the research is expected to identify the complex factors that affect the English learning process of midwifery students. The population in this study were all students majoring in midwifery at related universities. The research sample was taken from 3rd semester midwifery students totaling **76 students**. This sampling was done to gain relevant and in-depth insight into the experiences of students who already have a foundation of English learning at the college level. Data were collected using a questionnaire containing open and closed questions regarding internal and external factors affecting English learning difficulties. The questions in the questionnaire were designed to identify internal

factors (such as motivation, interest, self-confidence) and external factors (such as social support, learning environment, culture) that might affect English learning difficulties. This questionnaire was distributed to the entire sample of midwifery students in third semester.

RESULTS AND DISCUSSION

After collecting data through questionnaires to find out and analyze the internal and external motivation factors of students in learning English, the results are as follows: The first questionnaire asked about students' perceptions of English, and the question was "Do you feel English is important in the field of midwifery?"



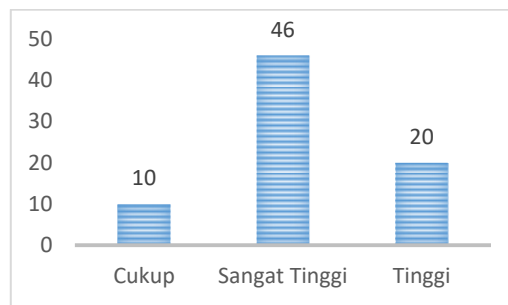
Graphic 1. Learning English interest of student

The questionnaire results regarding the importance of English for midwifery students show that most students feel that English is very important for their profession. From a total of 76 students, 35 students or 46.1% considered that English was very important, 33 students or 43.4% considered it important and only 8 students or 10.5% stated that it was quite important, no one stated that English was not important. From the results of this questionnaire, it shows that understanding English is vital or necessary for midwifery students. These results can be used as a reference that students need skills in English, so it is necessary to find materials that suit the needs of students and effective teaching methods.

Analysis of Internal Factors in Learning English

In the analysis of internal factors in learning English aims to analyze what affects students' internal motivation in learning English and find out how high internal motivation is in learning English. The results of the questionnaire analysis can be seen as follows:

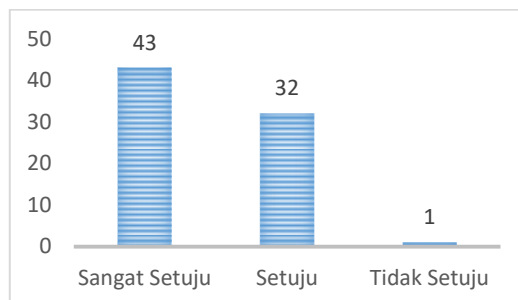
1. Internal factors are the desire to improve professional skills in midwifery



Graphic 2. Internal factors are the desire to improve professional skills in midwifery

This questionnaire shows that the level of students' desire to master English to improve professional skills in the field of midwifery. Of the 76 students 46 students or 60.5% showed that a very high desire to master English, 20 students or 26.3% showed that they had a high desire and 10 students or 13.2% felt enough to want to master English. These results indicate that there is a strong motivation among students to improve English language skills as an effort to develop students' professional development in the field of midwifery.

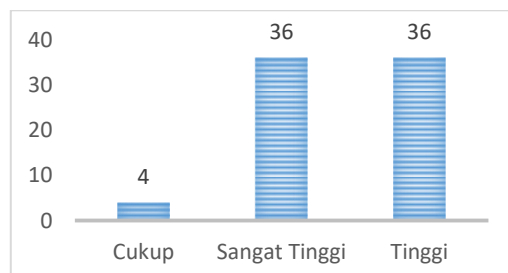
2. Internal factors motivate to learn English because want to understand medical literature and international



Graphic 3. Internal factors motivate to learn English because want to understand medical literature and international

Questionnaire results on motivation to learn English in understanding medical literature and international journals. It showed that 76 students, 43 students (56.6%) strongly agreed, while 32 students (42.1%) agreed. Only 1 student (1.3%) disagreed, and no students strongly disagreed. This data indicates that most students are highly motivated to learn English, with the aim of deepening their understanding of medical literature and international journals, which are essential in the medical field.

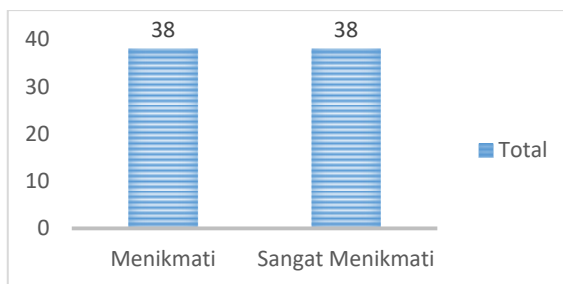
3. Internal factors that English will improve students' future career prospect



Graphic 4. Internal factors that English will improve students' future career prospect

The questionnaire results regarding the extent to which students feel that English language skills will improve their future career prospects. Out of 76 students, 36 students (47.4%) chose the "Very High" category, and another 36 students (47.4%) chose the "High" category. This shows that most students feel very optimistic that English language skills will have a positive impact on their careers. A total of 4 students (5.3%) chose the "Fair" category and no students chose the "Low" category. This illustrates that almost all students have a positive view of the importance of English in improving their future career prospects.

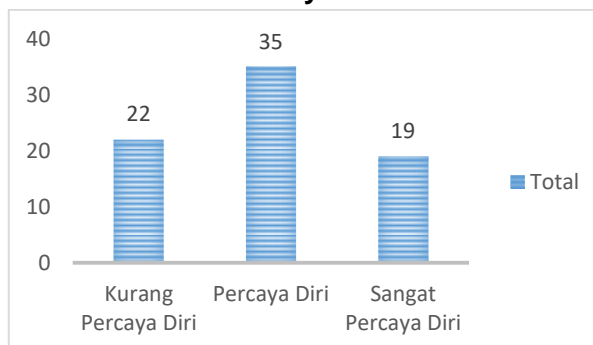
4. Internal factors on whether students enjoy learning English as part of self-development



Graphic 5. Internal factors on whether students enjoy learning English as part of self-development

Questionnaire results on whether students enjoy learning English as part of self-development. This questionnaire was completed by 76 students. The results showed that 38 students or 50% really enjoyed learning English, while the other 38 students or 50% enjoyed learning English. There were no students who chose the options "Didn't Enjoy" or "Really Didn't Enjoy". This shows that all students have a positive view towards learning English as part of their self-development.

5. The internal factor is students' confidence when using English in class or discussions related to midwifery.



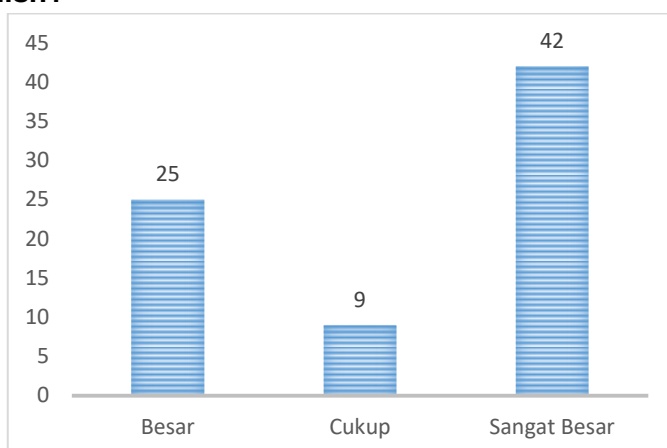
Graphic 6. The internal factor is students' confidence when using English in class or discussions related to midwifery

The questionnaire results show the level of confidence in using English in class or midwifery-related discussions. Out of a total of 76 students, 22 students or 29% felt less confident, while 35 students or 46% felt confident. A total of 19 students 25% felt very confident in using English. From the results of this questionnaire, it can be concluded that most students have a good level of confidence in using English in an academic context, with a small proportion still feeling less confident.

Analysis of External Factors in Learning English

Analysis of students' external factors in learning English aims to understand what external factors affect midwifery students' English learning which can be used to improve midwifery students' English skills and become a reference in the implementation of further learning. The results of the analysis can be seen as follows:

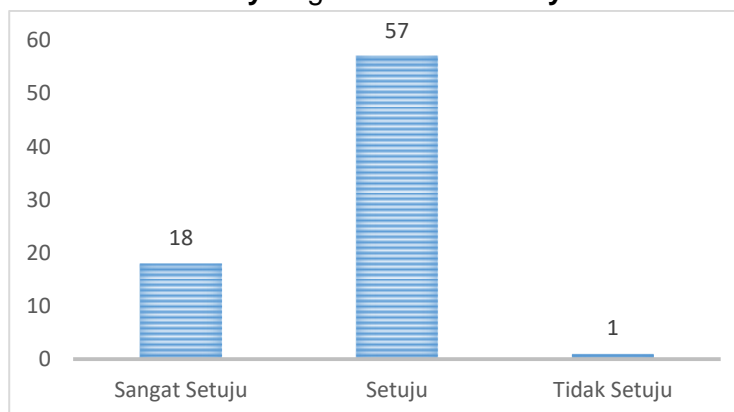
1. External factors How influential are your lecturers in motivating you to learn English?



Graphic 7. External factors How influential are your lecturers in motivating you to learn English

From the questionnaire results, 42 students or 55% feel that the lecturer has a "Very Great" influence in motivating them, 25 students or 33% who feel the lecturer's influence is "Great." Meanwhile, only 9 students or 7% of students feel that the lecturer's influence is "Fair." Meanwhile, only 9 students or 7% of students felt that the lecturer's influence was "Fair." This shows that most students feel that lecturers have a significant role in motivating them to learn English and lecturers have a very big influence in motivating them to learn English.

2. External factors how much support from friends in class who encourage students to study English more actively

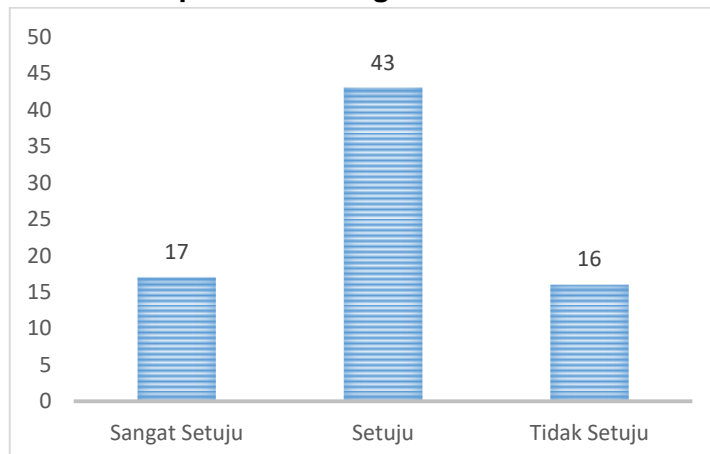


Graphic 8. External factors how much support from friends in class who encourage students to study English more actively

The questionnaire results regarding how much support from friends in class encourage students to study English more actively. Out of a total of 76

students, about 57 students or 75% agreed that the support of friends in class motivated them. A total of 18 students or 24% strongly agreed, and only 1 student or 1% disagreed. This result indicates that most students feel that the support of their friends in class gives a positive boost to their motivation in learning English.

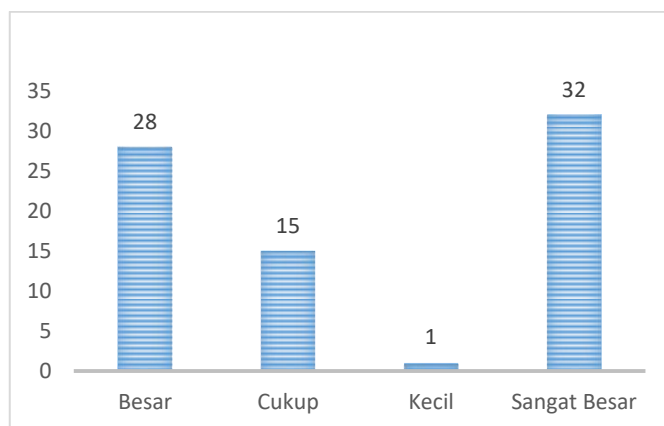
3. Students' external motivational factors whether students learn English to fulfill academic requirements or grades.



Graphic 9. Students' external motivational factors whether students learn English to fulfill academic requirements or grades.

The results of the questionnaire regarding whether respondents learn English to fulfill academic requirements or grades that most students chose Agree with a total of around 43 students, which means around 57%. 15 students, or 20% chose to agree and 10 students or 13% disagreed. From these results it explains that most students agree that they learn English to fulfill academic requirements or grades

4. External factors How influential is your family in supporting you to learn English?

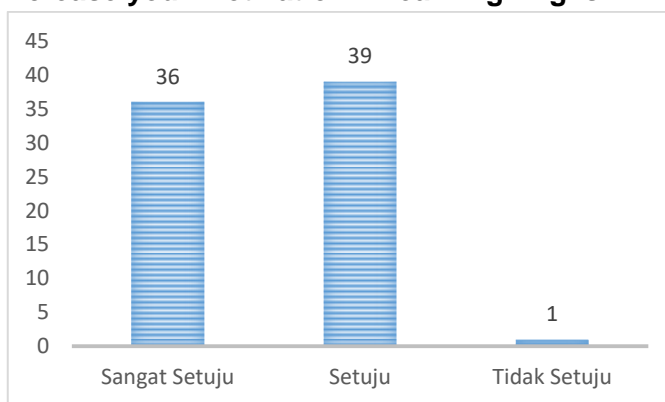


Graphic 10. External factors How influential is your family in supporting you to learn English

The questionnaire results show the influence of the family in supporting learning English from 76 respondents, about 32 people (42%) felt that the family's influence was very large, while 28 people (37%) felt that the family's influence was large. The "Fair" category was chosen by 15 people (20%), while only 1 person (1%) felt that the family influence was small. In conclusion, most

respondents considered family support as a significant factor that helped them in learning English, with most feeling that the influence was very great.

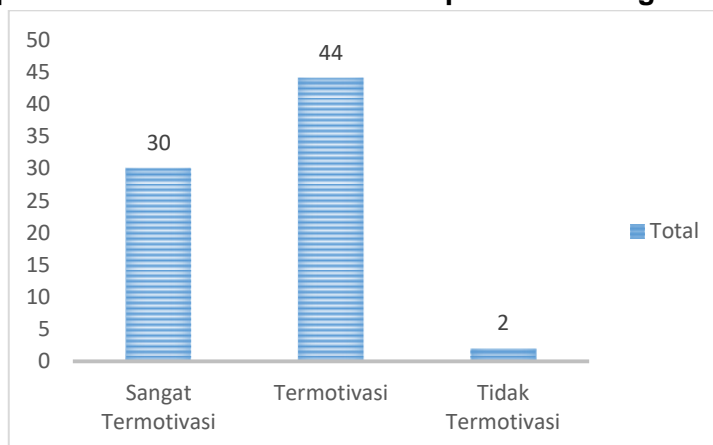
5. External factors about the relevance of interesting and relevant learning materials increase your motivation in learning English



Graphic 11. External factors about the relevance of interesting and relevant learning materials increase your motivation in learning English

The questionnaire results regarding whether the availability of interesting and relevant learning materials increases motivation to learn English. The "Strongly Agree" category was chosen by around 46% of students (35 students), while 39% of students (30 students) chose the "Agree" category. Only 6% of students (5 students) chose the "Disagree" category. In conclusion, most students feel that the availability of interesting and relevant learning materials has a very positive effect in increasing their motivation to learn English

6. External motivation factors for learning English due to the demands of clinical practice or communication with patients in English.



Graphic: 12 External motivation factors for learning English due to the demands of clinical practice or communication with patients in English

The questionnaire results show the level of individual motivation to learn English due to the demands of clinical practice or communication with patients in English. Out of 76 students, 30 students (39%) stated that they were highly motivated, while 35 students (46%) felt motivated. Only 11 students (15%) were not motivated to learn English. In conclusion, most students are highly motivated to learn English for clinical reasons or communication needs with patients, which shows the importance of English language skills in midwifery practice.

Based on the analysis of various studies, it was found that internal and external factors significantly influence the motivation to learn English, particularly among midwifery students. These factors are interconnected in shaping students' ability to comprehend and master English as part of their academic and professional requirements.

Internal factors refer to elements that originate within the students themselves. Learning motivation is one of the most critical internal aspects. According to (Yulyani, 2023), learning motivation includes intrinsic factors such as the desire to understand medical literature, enhance career prospects, or simply learn English as a form of self-development. A positive attitude toward learning, self-confidence, and the ability to concentrate also play significant roles.

(Tambunsaribu & Yusniaty, 2021) further emphasize that individual attitudes toward learning English, such as perceptions of English being difficult or irrelevant, can significantly impact learning outcomes. Meanwhile (Santosa, 2018) identified a lack of vocabulary as one of the main obstacles to learning English, highlighting that individual capabilities in processing academic information also affect learning success. Another internal factor is study habits. Students with consistent study routines and effective learning strategies tend to perform better in acquiring English skills (Rani Dewi Yulyani, 2023). This indicates that time management and systematic approaches to learning are also vital components of internal factors.

External factors involve the social and environmental influences surrounding students. According to (Hasibuan et al., 2013), sociocultural factors, such as family environment, the role of lecturers, and peer relationships, significantly affect the English learning process. A supportive learning environment, such as adequate learning facilities and relevant materials aligned with students' needs, also plays a crucial role (Yulyani, 2023). (Lestari, 2021) noted that English instruction tailored to students' professional needs, such as midwifery-related topics, can enhance their learning motivation. This suggests that providing teaching materials aligned with students' career goals—such as medical literature or clinical communication simulations—can serve as a supportive external factor.

Based on various findings, it is evident that internal and external factors have complementary impacts. In the context of midwifery students, a deep understanding of these factors is crucial for developing effective learning strategies. An approach that combines enhancing intrinsic motivation with providing a supportive learning environment will yield positive outcomes in the English learning process. By recognizing that these two factors contribute to learning difficulties, lecturers and educational institutions can develop appropriate interventions, such as designing relevant curricula, offering English training tailored to professional needs, and creating a conducive learning environment. This aims not only to help students overcome learning challenges but also to motivate them to achieve the desired level of English proficiency.

CONCLUSION

The results of the research on can be concluded that the difficulty of learning English is influenced by various internal and external factors that are interrelated. Internal factors are factors that affect the motivation to learn from the

students themselves, including the first motivation of students in learning English because they want to improve professional skills in the field of midwifery because it has a significant impact on the development of professional competencies, which include aspects of communication, access to medical literature, and employment opportunities at the global level. Internal motivation arising from enjoyment in learning English as part of self-development is an important factor influencing the success of the learning process and confidence in using English to communicate in English is also an important factor in increasing student motivation in learning English. External motivation plays an important role in encouraging students to learn English, especially through the influence of people around them, such as lecturers, friends, and family and other supporting factors such as interesting and relevant learning materials increase students' motivation in learning English demands clinical practice or communication with patients in English.

The combined influence of internal and external factors is significant in shaping students' English learning experience. Efforts to improve midwifery students' English language skills require a holistic approach, including strengthening internal motivation and providing relevant external support through the learning environment, teaching methods and academic policies. By understanding these two factors, educational institutions can design more effective learning strategies to help students overcome difficulties in learning English.

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