

INTERNAL FACTORS OF LOW ESP LEARNERS' MOTIVATION TO SPEAK: THE CASE OF CRUISE STAFF

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Abstract

Cruise ship companies highly require staff to speak English fluently. Poor speaking performance of the staff members considerably impacts the company's performance. In this era, many youths enter the realm of cruise ships. Of course, they need to deepen their learning of English from an early age before they plunge into a cruise ship field. However, the youths are not motivated to learn to speak earlier. This situation will be an obstacle that hinders the smooth actualization of educational goals, which refers to preparing individuals mentally to serve themselves and the community, especially for their careers as cruise ship staff. The main objective of this study is to find out the internal factors that cause them to have low motivation to learn to speak English since the beginning of their educational career. In this study, the researchers selected ten youths as participants. The writers analyzed the data qualitatively and explained the findings about this topic descriptively. In sum, the results of this study reveal that the internal factors of low ESP learners' motivation to speak are low self-confidence to speak in public, nervousness, laziness, shyness to speak, and fear of making speaking mistakes.

INTRODUCTION

In order to achieve a career as a crew member on a cruise ship, the English language is an essential requirement. The same clarification comes from Yang (2017), who states that companies highly require cruise ship staff to master the English language. The most critical English aspect required on cruise ships is speaking skills. Speaking English is the center of educational English skills that must be prioritized by the youth in the modern era. In addition to being an international language, English has an essential role in the success of a job career application.

There were factual issues in Lajing village, where most youths were interested in working as cruise ship crew. Lajing is one of the villages in Arosbaya region, Madura, Indonesia. The youths in Lajing village had a low motivation level to study English, although most of them acquired English education after graduating from senior high school. Most of them did not pay attention to learning English even though they needed to learn it to have a career on cruise ships. This issue affected their English, especially their speaking skills.

Learning English on a cruise ship matters to how the learners can use the language to communicate with other members on the cruise ship. The related research by Zhen Yang titled "Study on Cruise Practice English Classroom Teaching Based on the ESP Needs Analysis Theory" focused on practical English classrooms. Yang (2017) found that learners majoring in cruise ship courses are not competent with good basic English and lack basic cruise knowledge. These factors are caused by neglecting the importance of learning four English skills, lack of confidence, lack of understanding about the crew major, and having ambiguous thoughts about English. These factors cause poor English ability and affect their learning activities. Yang's research is essential to know their obstacles beyond the lack of motivation so it contributes to further cruise employees preparing well to speak English earlier.

This research, then, analyzes the internal factors that might cause learners to experience a lack of motivation in learning English speaking skills earlier. The readers will know about the list of the internal factors the participants experience while they are in the learning process. By knowing these factors, readers can avoid and improve their behavior to be more prepared to learn to speak English.

The researchers pointed out that youth learners can be more ready to join the cruise ship career if they master English speaking skills well. This is because speaking has a significant role in job positions. Therefore, the cruise ship staff should master English communication to have good recognition in their career. According to Durga (2018), English communication skills are a prerequisite for a national or international career, and mastery of the language is a

vital determinant of job success and growth. It proves that speaking English is necessary for the youth's future career.

The research problem delivered by the researchers is the internal factors that cause the Lajings' youths to lack motivation to learn to speak English early. Motivation can help someone to show the best performance in the learning process or job career, as the same statement claimed by Yulfi and Aalayina (2021) that motivation is one of the most important aspects influencing pupils' English achievement or performance.

REVIEW OF LITERATURE

Speaking Skill

Speaking ability is the most critical skill to gain when studying a foreign or second language (Rao, 2019). Discourse, the characteristic of naturalness, is an example of speaking competence. Najiha and Sailun (2021) opined that while speaking is essential to language learning, it is still challenging for learners to become fluent and even master English. However, learners must still be able to communicate in English since communicative speaking is considered essential for a wide range of professions (Sasabone et al., 2021), including cruise ship crews. Therefore, cruise ship crews who have difficulties learning English need not be discouraged from getting the desired learning outcomes, namely being able to provide good service and support their profession.

Low Motivation

According to Erlina et al. (2020), demotivation occurs when a person's desire to study decreases. Meanwhile, demotivating does not mean losing motivation, but the desire to do a job decreases. The low motivation here means a lack of people's desire to act or do something. A person's behavior lacks purpose and a sense of personal cause when unmotivated. Unmotivated behavior stems from a lack of value for an action, a lack of ability to perform it, or a lack of belief that it would provide the intended result (Ryan & Deci, 2000). Sasson (2019) also opined that low motivation is a situation that is driving someone to have less power to do a job.

From the explanation mentioned above, the researchers sum up that low motivation is a condition where a learner experiences a lack of desire to do something in the context of learning English, and a factor causes this. It means if learners, especially youth, have low motivation, this can affect their speaking ability before they plunge into their first job career and company quality.

Internal Factors for Youth to Have Low Motivation in Learning English

Internal factors in motivation and learning a foreign language could be one of the most critical influences on language learning success or failure (Dashti et al., 2021). One of the most critical internal aspects is the learner's psychological condition. Individual factors in language learning have evolved to include language learners' psychological and social experiences (Fang & Tang, 2021). The emotional state of learners is what makes them less excited about learning English, especially speaking English early. It is how they produce self-motivated learning motivation. It will have an impact on the quality of their English-speaking skills. Learning to speak without psychological support is nothing. Unfortunately, because of this psychological issue, they will have difficulty learning English. This is in line with Hafis and Widya (2021), who opined that psychological or cognitive issues may contribute to EFL learners' difficulty in speaking.

Regarding psychological problems, especially in building a good motivation for their educational career, learners will also experience an education problem, especially in speaking. The role of personality characteristics is very influential in determining a learner's tendencies toward feelings of anxiety (Kelsen, 2019). Hafis and Widya (2021) detailed that internal factors due to psychological issues, influence learners' speaking performance.

One of the internal factors that causes learners to have low motivation is the lack of confidence in their talents. Tridinanti (2018) argues that in foreign language classes, individuals with low self-confidence and high anxiety, concern, and fear may have difficulty developing their speaking abilities. Another side, S. Wang and Littlewood (2021) explained that learners may think that they do not have the talent to speak English and feel dissatisfied with their performance. Learners' self-confidence is commonly influenced by negative thinking about their talents, low motivation, lack of practice, vocabulary, skill, and poor preparation (Nadiyah et al., 2019). Because of those mentioned above, low self-confidence can lead them to have low motivation to learn English early, especially in speaking skills. Sumarsono and Amin (2019) stated that self-confidence is the positive strength or willingness that positively affects learners during communication or topic. In this study, the context is communication in English, and the topic is learning English earlier. Thus, low self-confidence can be defined as a lack of confidence in speaking English caused by one's self-identifying characteristics (Rayah et al., 2018). In sum, learners who lack self-confidence can be indicated by the situation: they are ashamed to appear in public, feel insecure, and feel they cannot show their skills. Based on Astuti's (2012) research, 43% of participants indeed feel shy, 53%

unconfident, and nervous while speaking in English, and they are worried about making mistakes.

Another internal factor is speaking anxiety. Anxiety is the situation that drives worry, anxiousness, or uneasiness about something that has an unclear result (Arroll & Kendrick, 2018). Speaking anxiety can be a type of anxiety disorder that occurs when a person feels nervous about giving a speech or preparing to speak in front of others (Gallego et al., 2022). Learners feel this anxiety when they try to learn to speak English. They think negatively about their psychology, which causes this speaking anxiety. Speaking anxiety here can be defined as communication apprehension (CA), a situation in which a speaker feels fear to communicate with others (Rosenfeld et al., 1995).

The following internal factor is shyness. Mohammadian (2013) states that learner's low motivation can restrict them from getting the information they need to complete a task. Also, when combined with excessive shyness, it can cause failure in the learning process. Laziness is the next internal factor. Rachim (2020) emphasized that the lazy aspect of learning is an obstacle to teaching and learning, and the higher the level of laziness, the worse the learners' learning achievement. In learning English, learners feel lazy because they lack vocabulary and judge that English is a complex language (Fatmawati et al., 2020).

The following factors are procrastination and fear of failing. Procrastination is a bad habit. Individuals' tendency to postpone academic work and suffer anxiety results from this procrastination, which causes poor time management (Marquina Luján et al., 2021). In the meantime, Fear of failing stems from previous failures. There was a time when they tried to learn English and experienced failure from criticism, evaluation, or lousy impressions from friends or teacher corrections, which ultimately affected fear of speaking or communication apprehension (Oteir & Al-Otaibi, 2019). According to Dashti et al. (2021), learners' previous experience with English teachers who criticized them when they made mistakes in speaking was the most significant factor in leading to learners' fear of making mistakes in speaking. When teachers do not take the appropriate approach to motivating learners when they make mistakes, this can negatively impact the learner's speaking skills. Also, as Najiha and Sailun (2021) opined, learners fear negative evaluations from friends' judgment. Friends laugh at them and make the learners lack courage in public speaking. The last factor is the sense or thought that there are more essential things to do. Mauliya et al. (2020) the participant also claimed that "low motivation would have a substantial impact on academic achievement, specifically if some learners have several priorities to do."

Youth

Sethuramalingam (2017) states that youth can be characterized as transitioning from childhood to maturity. The youth stage could begin at age ten and last in the mid to late 30s if the term is studied from a social perspective. In order to achieve a promising career, the youth period is a golden period to calculate all preparations from an early age to welcome the future. Youths view work's significance and associated values differently than those already established. From the standpoint of their professional careers, youths just starting at work prioritize it above everything else. Young employees' aspirations and life objectives tend to focus more on work-related issues than those related to their families and daily lives. Youth eventually gain more value from their work since it helps them become independent (Kukla et al., 2020).

English for Specific Purposes (ESP)

Salmani-Nodoushan (2020) defines ESP in terms of the purpose for which learning English is deemed necessary. It is an English learning course based on the needs of a particular industry and learners (Yang, 2017). Further, Yang (2017) elaborates that cruise practice English is the core curriculum cruise crew need to master, and it belongs to the category of ESP. According to Wicaksana (2020), ESP materials for cruise ships include essentials for cruise ship crew, such as dialogue (English expression on cruise ships), conversation practice (role play crews), and learners' assignments regarding language skill acquisition. In addition, ESP trains learners to be professional until they meet all demands.

Cruise Ship

According to K. Wang et al. (2016), a cruise ship or a cruise liner is used to give pleasure voyages to cruise passengers. The cruise ship provided a floating hotel and pleasure services for customers. The term "cruise ship" refers to a ship that runs a cruise and offers services to paying clients (*Cruise Industry: Everything You Need to Know about Cruises!*, 2022). Customers may usually anticipate a cabin on the cruise ship, some entertainment, access to meals (occasionally on an all-inclusive basis), and the ship to go on a specified itinerary for the cruise price. In addition, a cruise ship is a ship that is mainly utilized for tourism services. Passengers join a cruise ship to enjoy their stay on board, including various housing options such as star hotels. Some transportation boats have journeys that always return to the port of departure. Many cruise ships are in the global cruise line industry: Carnival Cruise Line, Costa Cruise Line, Royal Caribbean International, Princess Cruise Line, Costa Cruise Line, and Celebrity Cruise Line.

METHOD

As Cohen et al. (2018) described, qualitative data analysis entails organizing, accounting for, and explaining data regarding the participants' descriptions of the situation, recognizing patterns, themes, categories, and regularities. So, this research used a qualitative method to know more deeply about the internal reasons that cause learners to have low motivation to learn English at the beginning of their educational careers. Meanwhile, this study aims to know more deeply about the internal reasons that cause learners to have low motivation to learn English at the beginning. The researchers involved ten learners in their twenties as participants who worked as cruise ship staff. Thus, within the discussions, the researchers used the term 'learners' to refer to the youths who worked on a cruise ship.

Semi-structured interviews have been applied as a tool to get data through information given to them based on the questions delivered by the researchers. It is supported by Sugiyono (2013, p. 137) that interviews are used as a data collection strategy when the researchers want to perform a preliminary study to identify problems that need to be addressed, as well as when the researchers want to learn more in-depth information from a small number of respondents. The researchers used Indonesian so the participants could respond to the tract based on the questions and not make much ambiguity. Using Indonesian as the researchers' primary language helped them to process the data and understand the information. After gathering the data, the next step was to analyze it. The researchers take note and classify the data based on the key instrument guidelines. The researchers set every answer with the same opinion or responded in a classified table with the same interpretation in the guidelines.

RESULTS AND DISCUSSIONS

Research Findings

After gathering data from the cruise staff as the subject of this research, the researchers classified the answer into a table that informs the categories of internal factors as the causes of the youth's lack of motivation to learn English before joining the cruises.

Table 1. Internal Factors of Low ESP Learners' Motivation to Speak

Internal Factors of Low ESP Learners' Motivation to Speak						
No.	Name participants	Low self-confidence to speak in public	Nervousness	Laziness	Shy to speak	Fear of making speaking mistakes
1.	A.M (24 y.o)	✓	✓	✓	✓	✓
2.	A.S (25 y.o)	✓	✓	✓	✓	✓
3.	F.S (30 y.o)	✓	✓	✓	✓	-
4.	M.R (23 y.o)	✓	✓	✓	✓	✓

5.	I.F	(24 y.o)	✓	✓	-	-	-
6.	A.R	(24 y.o)	✓	✓	✓	✓	✓
7.	F.A	(25 y.o)	✓	✓	✓	-	✓
8.	S. A	(27 y.o)	✓	✓	✓	✓	✓
9.	M.N	(28 y.o)	✓	✓	✓	✓	✓
10.	M.F	(24 y.o)	✓	✓	✓	✓	✓

Based on the table above, seven participants said that five internal factors made them experience a lack of motivation to learn to speak English earlier, and two participants said there were four factors. The other one opined just two factors. They opined that the internal factors are mostly the same. These are low self-confidence to speak in public, nervousness, laziness, shyness, and fear of making speaking mistakes.

Based on the findings, the researchers found five internal factors that caused learners to experience low motivation in learning to speak at the beginning of their educational career. All of them are low self-confidence to speak in public, nervousness, laziness, shyness to speak, and fear of making speaking mistakes. In this part, the researchers elaborate on the findings with the result of the previous research and discuss the relatable point mentioned by Sasson (2012);

Lack of Confidence to Speak in Public

All participants reported having low self-confidence in learning to speak English at school. This internal component motivates them to learn to speak English at the beginning of their educational career. M.F. said, “*Yes, I am not confident to learn speaking English in the past.*” Low self-confidence in the speaking learning process stems entirely from their unwillingness to try speaking and communicating with others. Learners mostly speak with no confidence, are too shy to speak with peers, are ashamed to speak in public, are nervous to start a conversation, and feel insecure and unable to show their skills. F.A. expressed, “*In the past, I did not have any confidence when I was speaking English. Every time if I want to start speaking, it is like I am embarrassed feeling.*” Those issues happened because they did not believe in themselves. Rayah et al. (2018) elaborate that low self-confidence can be defined as a lack of confidence in speaking English caused by one’s self-identifying characteristics. Also, according to Astuti’s (2012) research, 43% of participants indeed feel shy, 53% unconfident, and nervous while speaking in English, and they are worried about making mistakes.

Learners always fear speaking, are insecure about their English talent, and do not believe in themselves. Relevant to the research by S. Wang and Littlewood (2021), learners may believe they lack the ability to speak English and are unsatisfied with their performance. A.M

said, *“I really feel not confident because my English is bad. Another reason for the low level of self-confidence is their lack of talent in speaking English and lack of vocabulary, so when speaking, they perform a terrible appearance and are too lazy to practice speaking, which can even improve their talent in speaking English.*

Nervousness

The learners attempt to speak in front of others but become apprehensive. This uneasy feeling occurs when individuals appear hesitant to talk in public, are always afraid of being wrong, have body shaking, and are insecure; these indicate nervousness. M.N attempted that, *“I was clumsy when I was learning to speak, I wanted to say that I was afraid of being wrong and I did not believe in myself if I was asked to move forward, my legs were shaking, I was so nervous that my legs were shaking.”* Nervousness is one of speaking Anxiety in context, and low motivation in learning to speak refers to speaking issues. In line with Anroll and Kendrick (Arroll & Kendrick, 2018), anxiety is the situation that drives worry, anxiousness, or uneasiness about something with an unclear result. S.A., *“Yes, I am a bit nervous when I speak because I am afraid of being wrong. I am afraid that my partner will not understand what I am saying.”* Also connected with a similar idea by Gallego et al. (Gallego et al., 2022), speaking anxiety can be defined as a type of anxiety disorder that occurs when a person feels nervous about giving a speech or preparing to speak in front of people.

Laziness

Most responding learners feel too lazy to study speaking English because they judge English as a complicated lesson and challenging to understand. M.N. said, *“Of course, I was too lazy to study English because that is hard to learn.”* Learners stated that English is a complicated lesson because if they want to be masters, they must learn grammar, pronunciation, writing, reading, listening, and speaking. According to them, that is too much. Consequently, they are too lazy to study in the end. They lack all aspects of English materials that affect their speaking ability.

Laziness is an inherent factor in the loss of one’s motivation. Because it comes from a person’s heart, they have no desire to do anything, including the learning process. F.A. opined, *“I used to feel lazy to learn English because I naturally wanted to play and hang out with my friends.”* The participants, in particular, are too lazy to study English from the start of their education since they have not given much attention to their future, preferring to focus on playing and enjoying their teenage life; therefore, they lack learning motivation.

When learners are too lazy to study and speak English at the beginning of their educational career, they will procrastinate their time to study and then experience lousy time management in their future planning. Most learners still feel that time is the time for playing and enjoying their young life, so they are too lazy to study English. *“Because that was the time they played, perhaps because they still wanted to play, date, and have fun in their youth life. Eeee.... and They still do not understand that; when I prepare something now, I do it more completely so that when the time comes, I will not have to do it again or even more than I have to prepare.”*

Shy to Speak

Shyness is when learners feel ashamed to speak and communicate with others. M.N. said, *“I find it embarrassing to interact with other people. Because I was frightened of making a mistake and seeming foolish, I used to keep quiet even though I wanted to learn.”* Shyness can encourage learners to experience a decrease in their learning motivation, especially when learning to speak English at the beginning of their educational career.

The standard issue regarding why learners feel shy in learning to speak is when they try to pronounce the English word. They stated that speaking English is hard because they are always ashamed when mispronouncing words. English pronunciation is not easy. Therefore, learners feel embarrassed about learning and speaking English in public. They are afraid to try, so they are unaware of the decrease in their motivation caused by shame. M.R. completed, *“I am often embarrassed (shy) when I talk to people who can already speak English. I feel like I am insecure.”*

Fear of Making Speaking Mistakes

This is due to learners' practice of speaking in their mother tongue, which makes them fearful of making mistakes in English, resulting in a low motivation to learn English, mainly in speaking abilities. Therefore, they commonly felt afraid of making mistakes. In the end, they ignore English lessons at school. M.N. professed, *“Speaking is hard. The written text and the pronunciation are different. So I feel afraid when speaking. I fear making speaking mistakes.”*. This is usually due to their practice of speaking in their mother tongue, which makes them fearful of making mistakes in English, resulting in a low motivation to learn English, mainly speaking abilities.

Discussion

The learners stated that they experienced difficulty joining their first job as the cruise ship crew because of their low motivation to learn to speak at the beginning of their educational careers before they joined their first job as the cruise ship crew. Learning English at an early

age is effective for learners who want to master speaking English because it takes a lot of time. Young age is an excellent period to start the learning process. This means when they are young. Similar to the statement from Sumarni et al. (2021), early childhood, on the other hand, has a Learning Acquisition Device (LAD), according to language acquisition theory, and according to this concept, every child is born with a linguistic device in their brain that allows them to acquire a language. As a result, it may be more convenient and efficient if youth in Learners Village begin English education earlier in their educational careers. Learning the English language takes time. Comparable the same opinion with Eaton (2011), the earlier they learn English, the better it is to support language skills in their future careers. When it comes to language skills, the pattern of proficiency is determined by when it begins—connected with the same statement in research that says procrastination can cause poor time management (Luján et al., 2021; Garzón & Gil, 2017b).

When they were gathered in their educational career, they always showed their internal problem, such as feeling lazy, uninterested in studying English, shy to speak, and concerned about speaking mistakes and others, which caused them to have a low motivation to study English often. In sequence, they are late to study English and fail the process from the start. In the end, they experienced regret because of it. This is similar to the statement from Dashti et al. (2021) that internal factors in motivation and learning a foreign language could be one of the most critical influences on language learning success or failure. Low motivation in speaking English earlier is the learner's psychological condition and how they handle themselves to have a spirit in studying English. One idea of Fang and Tang (2021) is that individual factors in language learning have grown to include language learners' psychological and social experiences. Learners' emotional states make them less enthusiastic about learning English, mainly speaking English early on. This is how they develop self-motivated learners. It will have an effect on the level of English they can speak. Similar to the statement of Mohammadian (2013), learners' low motivation might prevent them from obtaining the information they require to accomplish a task; when combined with excessive shyness, it can fail in the learning process. In speaking English, learners need the courage to speak English to evaporate every English word.

English is critical for improving the quality of learners' speaking performance. They can improve their ability to meet the aim if they are motivated. Learning to speak without psychological support is nothing. The learners indicated psychological issues and low motivation in learning English, such as low self-confidence, shyness, low self-interest in speaking, fear of speaking in public, and fear of friends' criticism, which caused them to ignore

studying and speaking English earlier. Those personal issues derived from young learners have a speaking issue as a similar topic is delivered by Kelsen (2019). The role of personality characteristics is very influential in determining a learner's tendencies toward feelings of anxiety. Unfortunately, because of this psychological issue, they have difficulty learning English and have low motivation levels even though they are late to reach their first job career as a cruise ship crew. This is in line with Hafis and Widya (2021), who opined that speaking difficulties in EFL learners may be exacerbated by psychological or cognitive disorders, and regarding psychological issues, particularly in developing a solid motivation for their school career, students will face educational challenges, particularly in the area of communication. In line with Nadiah et al. (2019), learners' self-confidence is commonly influenced by negative thinking about their talents, low motivation, a lack of practice, a lack of vocabulary, a lack of skill, and poor preparation.

To achieve this level of motivation, people must manage a significant portion of their psychology. The higher a learner's psychological control, the better their ability to produce learning motivation, which improves their speaking performance. The researchers took the comparable point from Iriani (2018), who said that improving psychological conditions will increase. Relevant to Mauliya et al. (2020), who asserts that low motivation would substantially impact academic achievement, specifically if some learners have several priorities to do.

As a result, learners must gain good psychological management in order to boost their learning motivation. They need to master English often because it is essential to flow in the cruise ship world (Yang, 2017). As a result, they came late with inadequate English ability when they first plunged into their career as cruise ship crew. This laziness will surely be a huge obstacle and challenge for the learners to gain good speaking ability. The same opinion was stated by Rachim (2020), who emphasized that the lazy aspect of learning is an obstacle to teaching and learning. The higher the level of laziness, the worse the learners' learning achievement. Therefore, learners must challenge themselves to avoid this laziness to achieve their best speaking English ability.

CONCLUSION

Based on the discussion of the findings described previously and following the indications, the researchers conclude that youths who work as a crew of cruise ships have a low motivation to learn to speak English at the beginning of their educational careers because of their internal factors. Based on the research, those are because they have low self-confidence to speak in public, nervousness, laziness, shyness to speak, and fear of making speaking mistakes.

Therefore, they perform worse and delay their English-speaking ability when they first plunge into their job career as crew of the cruise ships.

Hopefully, this research can be used as a reference for further research as an example of the same subject and different problems. It is hoped that further research can complement the shortcomings of this research by developing broader knowledge and insight. The researchers hope that the following research will continue the results of this study regarding the external factors that have been little mentioned above. Perhaps do another in-depth study about the importance of ESP learning for young people who want to work on cruise ships.

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