

STUDENTS INVESTMENT IN LEARNING ENGLISH

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Abstract: In this globalization era, english has become a compulsory subject, a bussiness language, and even an international language. The students were demanded to be able to master in english both written and spoken. Moreover, In this pandemic Covid-19 situation, The students undeniable to do an online learning used the application such as zoom, google meet, etc. that the language of the applications is english. Thus, to meet the demands of english, there were many students do an investment in learning english. This happened because they want to get the best opportunity for their goals future and needs. Therefore, this research was to explore how far a group of students view English as a capital for their perceived benefits in the future. Not only explore about the students view of english, this study also discussed the relationship between English language learning and capital from the background of globalization concerning the English language and the discussion of the development of English education in Indonesia

Keywords: *language investment, student investment*

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INTRODUCTION

In this globalization era, there are many things influenced the aspects of life, such as economic, culture, and even language. Language is a means to communicate and convey the arguments to each other. it helps us to express thoughts, emotions, feelings, and desires of human beings. Therefore, Language is the important parts of human life because every human being in this life always related to language. Rahardjo (2002) stated that language and humans unite in all life activities. Language grows and develops because of humans, and humans can develop because of language. It means that both language and humans can not be separated

In this era, English is an international language. It has usually used to interact with others throughout the world. The English language itself is not only used as a foreign language, but also as a second language or even as the first language. Then, because of the science and technology in this era, the role of English is increasing straightly. English is used as the global information resource. Now, the people can get many friends throughout the world by English. They can connect and communicate in social media by using English. Even, they can get a trending news in this world by using English as the source language.

Then, English also plays a role in the world of education, it has become a compulsory subject. Therefore, the students need to study english in their schools. According to Permendikbud (2013) English is a compulsory subject for high school to university levels in Indonesia. The role of English in the academic field has a major impact on the quality of human resources. As we know that English is

currently the most widely used foreign language and English has also become an international language. The students must realize the importance of English in this era. Those students who invest in learning English have the opportunity to graduate at a reputed college and even they have an opportunity to work abroad. As we know, English is also the main language used to communicate in the business world. Many companies state that employees must be able to speak English, both written and spoken. Therefore, In order to meet the needs of working in today's globalization era, many people invest more in learning English to achieve a better job opportunities in the future.

Driven by the high need for human resources who have high English language skills, the government began to establish a curriculum with the aim of improving English language learning education. Now in Indonesia, learning English has started formally in the schools as a compulsory subject from primary school to university level. Learning English is expected to be able to reach the functional level, where the students are able to communicate spoken and written english to solve daily problems. Those communication skills include listening, reading, and writing. According to the Ministry of National Education in Kepmendiknas No. 22 of 2006, English is a tool to communicate spoken and written. Therefore, English subjects are directed to develop those skills, since the students are able to communicate in English at a certain literacy level.

As we know that pandemic is still in Indonesia now. We are undeniable that learning is still done through online. The students have to use some application to take the online learning, such as zoom, google meet, and others. Therefore, the student must be able to master English at least in writing, because most language that used in online learning applications is English.

In order to meet the demands of English proficiency, the students are starting to invest in learning English. They are motivated to invest more effort in language learning. According to Norton (1995) rather than using the conception of motivation to describe SLA, the conception of investment may more accurately signify the socially and historically constructed relationship of students with the target language and their ambivalent desire to learn and practice English. Assalahi (2018) also said that that the motivation to learn English actually is not the same as being involved in investing in language learning, because the investment involves commitment from students and the practice community. Norton (1995) also explains that, although students may be motivated to learn a language, they might invest poorly in the learning process due to exclusion, racism, intolerance, classism, and any other expression of prejudice. These inequitable relations of power can affect learners' investment despite their high level of motivation to learn the foreign language. Therefore, it can concluded that although the students are already motivated in language learning in the community for some reason, it does not facilitate communication and interaction with language students and may require student investment. Thus, based on the conditions above, the writers are interested in conducting a research about. Thus, based on the conditions above, the writers are interested in conducting a research about **“Language Investment in learning english”**

THEORETICAL FRAMEWORK

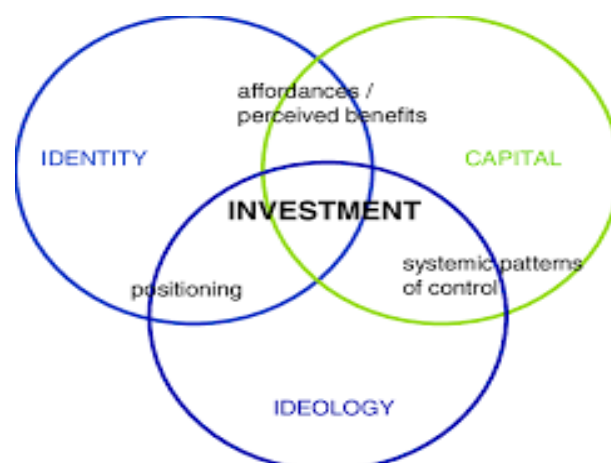
The Notion of Investment

The notion of Investment was first introduced by Norton back in 1995, she has mentioned that investment conceives language learners as having a complex social

history and multiple desire. Inspired from Boudieu work (1977, 1984 ,1991) she concluded that instead of using motivation, she argued that the conceptions of investment are suitable to address the complex and ever-changing social world. The construct of investment recognizes that the difference in power in learning context put the learners in an unequal position, in which leading to the varying learning outcomes The understanding of investments are closely connected with language learners progressing social identity, positioning the language learner as someone that having a complex social identity and multiple desire. Norton (1995, p.12) stated that the theory of social identity based on her data plays a crucial role in social interaction between language learners and target language speakers. While the language learners and target language speakers exchanging their idea, they are constantly contemplating in their minds a sense of who they are and how they relate to the social world. Based on this concept, it can be exemplified, in situations where language learners need to have power relations that can support themselves in communicating with the target language speaker.

The main reason language learners invested in the target language because they did so in order to gain a wider range of material and symbolic resources (Darvin & Norton, 2015; Norton, 2013). The learners are aware that their investment in the target language may help them to acquire the resources which will increase the value of their social power and cultural capital. Teng & Bui (2018) stated that the understanding of investment explains the condition of how the relation of power limit the opportunities the language learner to use the target language and the right to speak.

As described in Darvin and Norton (2015) the model of investment is located at the intersection of identity, capital, and ideology. Darvin and Norton's model portrays how relations of power course through and support every component, and how these components collaborate in an unpredictable way to characterize a learners' interest in the objective of learning the target language.



Capital and Investment

In the relation of capital and investment, language learners invest in language knowing that it may aid them to gain greater resources that will increase the value of learners' social and cultural capital (Darvin & Norton, 2015). Learners' social and cultural capital value can be affected by an unequal learning context that leads to

differences in learning outcomes. Bourdieu (1986) the period of time for which a given individual can prolog his acquisition process depends on how his family can provide him with free economic necessity. From the statement above we can illustrate, that learner affordance in their language learning investment is influenced by the benefits provided by his family, this means the background and context of learners' learning are closely related to the outcome of the individual's learning investment gains from language learning are expected to be comparable to the energy utilized during the learning process. Investing and learning must be worth the time, effort, and money spent (Norton, 1995; Ogbu, 1978).

Ideology and Language Learning Investment

Ideology moves through language. It appears from the structure of language that assumed to be the structure of society that embodies a certain ideology. For example, Althusser's (1970) states that ideology appears in the structure of society and arises in the actual practice carried out by various institutions in society. According to him, the essence of ideology can be identified through the structure of language. Ideological meaning itself begins with understanding how language systems work in social structures. Therefore, studying ideology in some ways and meaning is to learn language in social life. In this case, it learned about how the language used in everyday life, starting from meeting friends with family members to forums in debate of political. Then, this also means learning about the ways in which language learners' blend with power, sustain, and acting with language (Thompson, 1984).

How Investment and Motivation Related

The concept of investment firstly introduced by Norton in 1995. It happened because her observation in the existing motivation theories were not consistent with her findings in her research. Actually the motivation theories consist of concluding and putting blame on character traits of language learners who failed to learn target language. Moreover, the theories also did not pay appropriate attention to the unequal power relations between language learners and target language speakers. Her research indicated that high degrees of motivation did not simply correlate into successful language learning. Also the unequal power relations between language learners and target language speakers were a recurring issues in her research . Based on those, she created the "investment" concept to strengthen motivation theories in the context of language learning and teaching.

Norton (2010) has stated that "often conceives of language learners as having unitary and historical personality, the concept of investment conceives of the language learner as having a complex identity, changing across time and space and reproduced in social interactions"(p. 353). She also argued that motivation for learning a second language actually did not immediately turn into investment, because Investment requires a devotion on the part of the learner to learn and practice within the group both inside and outside the classroom. Thus , given the motivational intensity of the learner, and learning a language within the community does not support interaction and communication with language learners in whatever reasons, and it may become an obstacle for learners to invest in target language. Therefore, the highlights is the importance of the idea of investment to compensate of imbalances in power ties.

Kim (2010) stated that Investment itself does not capture completely the complexity of the relationship between language learners and involved parties in the L2 learning context. Related to investment, Ellis (2003) argues that in some learning situations, it may not be a common reason for learners to learn a second language as the main determinant of their motivation level. There were possibilities that mostly learners have different, positive or negative attitudes towards the target language and community. This condition may happen. However it does not mean that such learners are not motivated.

Investment showed about the context or purpose of a person to learn, whereas motivation was about the intensity that encourages students to learn. It means those who are oriented toward learning languages for cultural purposes, and those who are oriented toward learning language for career or academic purposes. Both of them may have low or high motivation. It might be a person who learned a foreign language like English is motivated by one of the integrative or instrumental motivations or social group identification, or even another type of motivation such as intrinsic, or resultive motivation, related to Ellis argues. However, the most important thing is neither students impossible to learn a foreign language successfully without motivation.

For shortness, a student might be highly motivated to learn a language, but it does not mean that they invested in language practices. It can be said because the students who invested in language practices will most likely be a motivated language learner.

Previous Related Study

There are various related studies about language learning investment that had been conducted by previous researchers. First, Gordon (2018) has conducted a research on study abroad learners engaged in the target language (TL) and how TL mediated through activities at the University of Otago, New Zealand, during a semester-long study abroad. Through a case study method, this study revealed that students had a handful of investments in different areas of study abroad, each with its own different desired outcome (symbolic capital/economic capital).

Another related study on investment written by Teng (2019) investigated the factors that influence identity and investment in EFL learning. His research was conducted using narrative inquiry method in three participants who are majoring in English examining how they mediated and navigated their identities in the English learning process. The results showed that the learners displayed the flux of identity inside and across different communities. He also found that language learning investment learners shaped their identity and vice versa.

Then, the research conducted by Hum Chan (2018) that entitled Cambodian EFL students investment in learning English: perspectives and practices. This study specifically investigated how the students perceived the role that learning English played in their lives. The study also examined community practices surrounding the learning of English amongst Cambodian university students. The findings of this study indicate that English has empowered Cambodian learners perspectives to invest in EFL study as a means for improving their quality of life, gaining better positions, and advancing their salary and social status, which may, in turn, affect their identities and capital.

Also the research conducted by Alrasheed in 2018. She conducted a case study based on Norton's view (2000) about identity as a multiple, changing, site of struggle. The purpose of her research is to provide a deep analysis of the complex relationship between identity, investment, and language learning of immigrant women in the US.

From her research, the results indicated that the participants were strongly influenced by their social and cultural identities in a way that affected their individual and educational pathways. The study points out the need to integrate the learner's culture into the target language instruction in order to facilitate identity transition to improve their language learning.

There is a similarity between this study of language learning investment with the previous related studies. All of the researchers develop their study based on the theories created by Norton (1995). The notion of investment has become the theoretical foundation in constructing their research. Understanding that the conceptions of an investment may accurately reflect the socially and traditionally established relationship between the learners and the target language and sometimes they are ambivalent desire to learn and practice English. Investment conceptions can appropriately address the complex and ever-changing social world.

DISCUSSION

In general, the main focus of this study is to find out the main factors why the students invest in learning English and what are influenced that. Based on the several articles, there are various factors why the students invest in learning English. The first is because they want to find a satisfactory job or a job where the interview test as the requirements are carried out in English. One of the examples is a state-owned company (BUMN) whose admission requirements are a minimum TOEFL score of 500. The second factor the participants decided to invest in learning English was because they wanted to get good grades in English in academics. especially in school, English was one of the compulsory subjects that were required to be taken. Therefore, the students decided to study English because they wanted to get better grades in this subject. their grades in English will affect their academic scores. Another factor the students decide to invest in their English learning is the demands of their jobs. The students stated, they agree that the English language influences their work in future. Although it is not so significant they admit that on several occasions English is used in their work. for example when the program & operate applications such as Excel and SPSS, create financial reports, bonds, and offers. The next factor why learners decide to invest in learning English is due to the influence of globalization. The increase in the competition to get job opportunities with foreign workers and the need for good communication in English is very important. the participants said that English would be very important if they worked in multinational companies. They also explained that English would be a medium in communicating either with their colleagues or with their superiors. English can also be used later to support their work later. Then, the final factor why the students invest in learning English is that they have a desire to continue their studies abroad. for that, they need to find scholarships because the cost of studying abroad is very large. to get a scholarship to study abroad, of course, requires excellent English language skills. In addition, high TOEFL and IELTS scores are one of the requirements. although there are only 2 out of 6 participants who have plans to continue their studies abroad, it cannot be denied that in this situation investment in learning English is very much needed.

Then, based on th articles, we got some findings about how the community influence learners' investment toward their English learning. Le Blanc (1997) identified the importance of positive perceptions of language learning in the community, particularly among parents, as a motivating factor in student learning. It describes and explains the effects of social capital on the conversion of English to

cultural capital. As stated in the concept of cultural capital, if an ability can be considered as cultural capital, such as English acquisition, the main factor is whether it can give a high social status to the learner. This concept is closely linked to the social environment and communities of one's own. That is, to a major degree, it is affected by the social capital of a learner. The first influence the community has on the learners' investment on their investments is the support and advice of the parents. The form of support given by parents to learners can be in the form of material and non-material. In material form, parents support the investment of their children by financing their English courses. besides that, they also facilitate their children with materials in the form of gadgets, education costs, as well as transportation and others. while in the non-material form the parents also support them in the form of giving advice and input to their learning. For example, they made their children aware of the importance of investing in learning English for their future. The second influence of the community towards learners' investment can be found from the influence of friends and inspirational figures from the participants. The students said that what encouraged them to learn English was because they were amazed by the public figures and encouragement from their friends. They shared that their friends often deliberately invite them to communicate in English in order to practice their speaking. Because of the influence of the people around them, an investment in learning English can be influenced by the surrounding environment.

CONCLUSION

The students realized how important it is to invest in their English learning to achieve their desired objectives. The factors that motivated students to invest in their learning that English were to find the satisfactory job, to get good grades in academic, the demands of their jobs, the influence of globalization, and to continue studies abroad.

However, the influence of the community in which the participants socialize has an impact on their investment in learning English. This can be seen from the role of the people close to them. The biggest influence comes from their parents' support for their investment in English learning. Support from the parents in form of the material and non-material. An example of material support can be seen from the support of parents by financing their English tuition and facilitating the needs of the participants. Meanwhile, the form of non-material support can be seen from the encouragement of parents in providing advice and providing an overview for the participants of the importance of learning English for their careers. Apart from the influence of their parents, it was the student's friends and inspiring figures that influence the students to engage in learning the English language. Their friends often asked the students to practice their English language skills, particularly while speaking. Those inspiring figures are native speakers who are fluent in English such as their teachers, and public figures

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