

IMPROVING ENGLISH LEARNING CULTURE THROUGH LEARNING MOTIVATION

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Abstrak

Budaya belajar diperlukan untuk memfasilitasi proses pembelajaran bahasa bagi siswa maupun mahasiswa dalam meningkatkan motivasi dalam belajar bahasa (Kim, 2020). Artikel penelitian ini bertujuan untuk menilai dan mendeskripsikan motivasi mahasiswa Bahasa Inggris tingkat universitas di Indonesia apakah lebih bersifat integratif atau instrumental dalam mempelajari bahasa Inggris sebagai bahasa asing. Metode yang digunakan adalah kuantitatif dengan menanyakan secara acak kepada mahasiswa program sarjana pada program studi Sastra Inggris di salah satu universitas di Indonesia untuk mengisi kuisioner yang diadaptasi dari Attitude Motivation Test Battery (AMTB) yang dikembangkan oleh R.C. Gardner (1985). Angket diberikan kepada mahasiswa dari angkatan 2017 sampai angkatan 2020. Selain itu penelitian ini juga melihat apakah terdapat perbedaan motivasi antara mahasiswa lama dan mahasiswa baru. Data yang terkumpul dianalisis dengan program SPSS untuk menentukan nilai rata-rata dan standar deviasi. Hasil penelitian menunjukkan bahwa mahasiswa memiliki motivasi belajar bahasa Inggris yang relatif tinggi yang berorientasi instrumental ketimbang bersifat integratif. Penelitian ini juga mengungkapkan bahwa mahasiswa siswa baru memiliki motivasi yang lebih instrumental dan mahasiswa siswa lama memiliki motivasi yang lebih integratif. Berdasarkan temuan tersebut, dosen diharapkan dapat memperbaiki metode pembelajarannya untuk meningkatkan motivasi mahasiswa.

Kata Kunci: *Belajar Bahasa Inggris, Motivasi, Motivasi Integratif, Motivasi Instrumental*

Abstract

A learning culture is needed to facilitate the process of learning English for students and to increase student motivation in learning language (Kim, 2020). This research paper aim to examine and describe Indonesian EFL university students' motivation whether integrative or instrumental in learning English as foreign language. The method used was quantitative by randomly asking the students enrolled in undergraduate study program of English Literature in one of the Indonesian universities to fill out a questionnaire adapted from Attitude Motivation Test Battery (AMTB) that was developed by R.C. Gardner (1985). The questionnaire was administered to students who come from 2017 generations to 2020 generations. Moreover, this study also examine whether the differences existed in motivation between old students and new students. The data collected were analyzed by using SPSS program to find out the mean score and standard deviation as to answer the questions of this study. The results indicated that students' motivation in learning English was more highly instrumental than integrative. This study also revealed that new students had more instrumental motivation and old students had more integrative motivation. Based on the findings, lecturers are expected to improve their way of learning for enhancement the students' motivation. Learning culture developed should take into account and maintain the motivation of students in language learning.

Keywords: *Learning Culture, Motivation, Integrative Motivation, Instrumental Motivation*

INTRODUCTION

Learning culture as referred to academic values, roles, assumptions, attitudes, and patterns of behaviors common to the learners' culture (Flowerdew & Miller, 1995) plays very important role in facilitating the success of language learning (Kim, 2020). Teachers and students should build up a positive atmosphere of learning so that students could learn at their best. Thus, one of the substances of education is an effort to make the students find their own distinctive characters (Kewuel, 2016). Several individual differences have been evident to facilitate L2 proficiency development, including students' language learning strategies (Yustitiasari et al., 2020) and motivation (Muslim et al., 2020). One of the elements of the culture dimensions that should be taken into account in language learning is the role of motivation. Motivation is one of the individual variables affecting the success of learning English as a foreign language or second language. According to (Vaezi, 2008), stated that motivation has been a centric area in the past three decades for empirical research and hypothetical work within the context of learning a language other than one's native language in the context of second language learning (L2). Reviewing several studies on motivation, essentially declared that motivation affects the extent to which language learners continue on what they learn, what sorts of behavior they exert, and their genuine accomplishment (Ellis, 1997). In accordance with language learning, motivation becomes one of the individual differences that can differentiate each individuality from one person to another.

Many L2 studies have tried to explore integrative and instrumental motivation of the learners, and most of them applied Gardner's (1985) theory. Gardner focused on second language studies toward the classification of reasons why learners learn language which is then identified as orientation (1985, p. 54). According to Gardner (1985), there are two main orientations of motivation which are instrumental and integrative (as cited in Root, 2009). Moreover, (Gardner & MacIntyre, 1993) call these two types of motivation as motivation orientations and mention that depending on learner's orientation (either career/academic-related "instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT). Integrative motivation is a good attitude toward the target language community; perhaps a wish to incorporate and adjust to a new target culture through utilization of the language Gardner (1985). The integrative orientation shows the desire to learn of the learners, the intensity, and the attitudes with the target language community. Furthermore, instrumental motivation depends on the functional reason of the learners toward learning the target language, such as job promotion, or a language requirement (Gardner, 1985). Those two types of motivations have different roles to play. However, both can lead learners' success in learning a language.

According to (Allen et al., 1974), integrative orientation comes up to be preferable to instrumental orientation in second language learning. In addition, Wei (2007) confirms that

literature in the field has shown the advantage of integrative motivation which might degrade anxiety in L2 learning. However, in accordance with Muftah & Rafic-Galea (2013), there is no obvious arrangement among the language learning researchers on the predominance of one kind of motivation or orientation over the other. The thing is, both integrative motivation and instrumental motivation can make students successful in learning English.

Previous research has shown that undergraduate students' motivation in Iran toward English as a foreign language (EFL) are highly instrumental motivation. In this regard, for instance, Vaezi (2008) illustrates that Iranian L2 learners might maintain their identity by unknowingly choosing to be persuaded instrumentally. These previous studies had their unique socio-cultural context. Their views on integrative motivation can influence their identity, culture and religion. It raises their fear to identify English and Western culture. It is observed that instrumental motivation is more prominent in some conditions and situations where there appears few desire to integrate.

In this current study, two research questions are addressed regarding the English learning motivation among students enrolled in undergraduate study program of English literature in one of the public universities in Indonesia. This study supposedly answers the 2 questions: (1) What is the motivation in English learning among students of study program of English literature in one of Indonesian universities? (2) Is there a difference in motivation among students of study program of English literature in English learning between new students and old students? Related to the problem of the study above, this study aims (1) To identify the motivation of students enrolled in study program of English literature in one of Indonesian universities, and (2) to determine the difference in motivation between old students and new students.

LITERATURE REVIEW

Learning second language (L2) has been observed to be affected by various factors. One of which is psychological factor called motivation. Motivation has been argued to play fundamental role in the success of language learning (Gardner, 1985; Lightbown & Spada, 2013). In addition, Masgoret & Gardner (2003) provide a definition for integrative motivation as referring to "an openness to identify at least in part with another language community". (Ellis, 1997) posits that students learn target language (L2) in order to comply the longing to mix up in individuals and culture of the target language. The motivation is considered as integrative when learners has a good attitude toward the target language community; perhaps a wish to incorporate and adjust to a new target culture through utilization of the language (Gardner, 1985). The integrative orientation shows the desire to learn of the learners, the intensity, and the attitudes with the target language community.

On the other side, instrumental motivation in language learning refers to the state where learners learn a language for certain purpose in a short term period. For instance, one of the desire to learn English is to get a good job. However, much debate and controversy existed regarding both integrative and instrumental motivation among some experts. According to (Engin, 2009) concerning the sorts of motivation important to gain proficiency in learning foreign language (FL) revealed that instrumental motivation depended on a pragmatic approach while integrative motivation relied upon individual ability and desire to accomplish something. Moreover, Moiiinvaziri (2009) gave an alternate view from the researchers who considered instrumental motivation prominent for EFL learning. (Moiiinvaziri, 2009) concluded that both instrumental & integrative motivation were important for learners who learn English as foreign language. Motivated students can learn foreign language more adequately and can bear high costs and sacrifices to accomplish their goals in learning L2 (Al-Otaibi, 2004). (Brown, 2001) illustrated that motivation alluded to the intensity of one's internal drive to learn. As cited in Vaezi (2008), for some early study that conducted by Gardner and Lambert, integrative orientation was seen more importance in a conventional learning environment than instrumental orientation.

Previous research has extensively scrutinized the role of motivation in L2 learning. For instance, Vaezi (2008) analyzed the motivation of university students in Iran that has aims to describe and examine whether instrumental or integrative motivation toward learning English. It was observed that teaching of English had for some time been a difficult undertaking for both EFL students and educators in Iran because of reasons, for example, absence of resources and little contact with the target language. In addition, in the same Iranian setting, Sadighi & Maghsudi (2000) using a quantitative method with a questionnaire that adapted from Gardner's Attitude/Motivation Test Battery (AMTB) examined the impact of the two kinds of motivation namely integrative and instrumental on the EFL senior students, and the results indicated a huge contrast between the means of the English proficiency scores of the integrative and the instrumental motivated ones. This study showed that students had very high motivation toward learning English as a foreign language. It revealed that students had a higher degree of instrumental motivation ($M=3.94$) than the integrative one ($M=3.47$). With the high motivation found in the study, most of the students (67.1%) confirmed that they were motivated to learn English since English is an international language.

On the other side, Ghazvini & Khajepour (2011) explored the attitudes and motivation toward learning English as second language. Besides, the researcher analyzed the motivation and attitudes between boys and girls. The result demonstrated that male students showed more positive attitudes than female students. In the early study on motivation by Svanes (1987) it was found out that Middle Eastern, Asian and African students showed more instrumental motivation to study Norwegian than European and North American ones. The

results also demonstrated no significant sex differences in integrative motivation in any of the groups.

In Indonesian context, Suryasa et al., (2017) stated that English foreign language teaching in Indonesia is still a long way from effective and successful. The low recurrence of the use of English among undergraduates is additionally a typical thing in this nation. The problem of feelings of anxiety and lack of confidence are factors in students who rarely use English to communicate with others. They used a questionnaire adapted from Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) the participant of this study was 123 second year students which are 63 females and 60 males. Suryasa et al., (2017) revealed that students have high motivation with instrumental motivation (4.38) is higher than integrative motivation (4.22). This study also showed that there is no significant difference between male and female students toward learning English as foreign language in general. However, male students are more instrumental ($t = 0.05$) and female students are more integrative ($t = 0.01$). Other than that, this study revealed that the attitude of female students are more positive than male ($t = 0.05$), but there is no significant difference among male and female students in negative attitude. Furthermore, female students are more disposed to bilingualism than male students. They think they add something new to their experience by examining English.

Muslim et al., (2020) explored the motivation of senior high school students through survey and interview. The study demonstrated that students have positive integrative and instrumental motivation but they showed low investment in learning English, such low learning enthusiasm in English learning, and poor English performance. This was argued to be affected by socioeconomic variability of the learners. Studies in Indonesian contexts have been limited particularly at tertiary level, and further exploration of motivation in English learning is required. A little is known about how the motivation is different from new students and old students as it will reflect and explain the nature of motivation across time, and this is one of the interests in this study.

In more details, this study address the following research question: (1) What is the motivation in English learning among students of study program of English literature in one of Indonesian public universities? (2) Is there any difference in motivation in English learning between new students and old students enrolled in the study program of English literature?

RESEARCH METHOD

The design of this study was quantitative since the data were in the form of survey's numerical responses from participants (Creswell, 2007). The main focus of this research is to investigate integrative and instrumental motivation among students of study program of English literature in Universitas Brawijaya toward learning English as a foreign language

(EFL). In addition, researchers examined whether the differences existed in motivation between old students and new students.

Participants of this study were 131 students. It consists of 75% male and 25% female from 2017 generations to 2020 generations. New students were clustered for students enrolled in 2019 (25%) and 2020 (12.1%), while old students were categorized from students enrolled in 2017 (16.7%) and 2018 (16.7%). The group clusters were made to examine the extent to which the differences of motivation in learning English existed between two generations.

Data collection technique in this study was through the questionnaire adapted from the Gardner's Attitude/Motivation Test Battery (AMTB) with 5 scales. That 5-point scale, ranging from 'Strongly Disagree' to 'Strongly Agree' (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5). Gardner's questionnaire had been argued to display high reliability and validity. The process of distributing the questionnaire was conducted through online message with a link that was created on the google form.

There were 27 items in this research questionnaire. Items 1-12 showed the notion of Integrativeness (INT) of the students toward learning English as a foreign language. Moreover, there were 13 item (items 13-25) that would show their Instrumentality (INS) and the respondents were approached to quantify their utilitarian purpose behind learning English. The 25 item questionnaire Attitude Motivation Test Battery (AMTB) developed by Gardner consists of two parts, such as:

a) Integrative motivation (Cultural and social goals)

There are 12 statements to know if the students have the integrative motivation, such as:

- 1) Studying English can be important to me because it will allow me to be more at ease with other people who speak English.
- 2) Studying English can be important for me because it will allow me to meet and converse with more and varied people.
- 3) Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.
- 4) Studying English can be important for me because I will be able to participate more freely in the activities of other cultural groups.
- 5) It is important for me to know English in order to know the life of the English-speaking nations.
- 6) Studying English is important to me so that I can understand English pop music.
- 7) The more I get to know native English speakers, the more I like them.
- 8) Studying English is important to me in order to know various cultures and people.
- 9) Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.
- 10) I would like to know more about native English speakers.

11) The British are kind and friendly.

12) The Americans are kind and cheerful.

b) Instrumental motivation (Career related and academic goals)

There are 13 statements to know the students have the instrumental motivation, such as:

- 1) Studying English is important because I will need it for my career.
- 2) Studying English can be important for me because it will make me a more knowledgeable person.
- 3) Studying English can be important for me because it will someday be useful in getting a good job.
- 4) Studying English can be important for me because other people will respect me more if I know English.
- 5) Studying English can be important for me because I will be able to search for information and materials in English on the Internet.
- 6) Studying English can be important for me because I will learn more about what's happening in the world.
- 7) Studying English can be important for me because language learning often gives me a feeling of success.
- 8) Studying English can be important for me because language learning often makes me happy.
- 9) Studying English is important to me because an educated person is supposed to be able to speak English.
- 10) Studying English is important to me so that I can understand English-speaking films, videos, TV or radio.
- 11) Studying English is important to me so that I can read English books.
- 12) Studying English is important to me because it will enable me to get to know new people from different parts of the world.
- 13) Studying English is important to me because without it one cannot be successful in any field.

Furthermore, 2 items (items 26-27) are an open-ended question; item 26 on a scale very bad to very good; item 27 is qualitative information; to indicate how proficient students in learning English and to examine their motivation toward English are change or not after entering university.

The data collected were analyzed by using SPSS .21 program. Descriptive statistics (the mean score and standard deviation.) was calculated to answer research question 1 and

inferential statistics in terms of t-test was computed to answer research question 2, particularly to see the significant differences between two score values existed.

RESULT

English learning motivation: integrative vs. instrumental

This study investigates the type of motivation in English learning at tertiary level in an Indonesian setting and also examines the degree to which the motivation displayed by new university students and old university students is different.

This first research question revealed that students of study program of English literature had both integrative and instrumental motivation in learning English. The overall integrative motivation value was 4.22 out of 5.00, and that instrumental motivation value was 4.33 out of 5.00, showing the latter had a slightly higher value. This suggests that students' motivation is more likely to be instrumental in learning English, although statistical significance was not observed, $p > .05$. Looking at the mean scores of the two motivations, it can be concluded that most of the students of study program of English literature had more high instrumental motivation than integrative motivation in learning English.

Dealing specifically to integrative motivation, this study found that students had high motivation to the item 1, 2, and 8. Of the 12 items, items 3, 4, 5, 6, 9 and 10 were observed to show that the students' motivation was moderate. Meanwhile items 7, 11, and 12 showed a difference in results compared to the other 9 questions. It resulted the mean scores were below 4.00. Item 11 "the British are kind and friendly" had a mean value of 3.46 illustrating the lowest mean value in integrative motivation part. In sum, the overall mean score of 4.22 for integrative items indicated that students have high motivation to learn English to talk to other English speakers and interact with various people from different cultures (see Table 1).

Table 1: Descriptive Statistics of Integrative Motivation (n=131)

Items: I study English.....	Mean	Std. Deviation
Q1: to be more at ease with other people who speak English.	4.81	.45
Q2: to meet and converse with more and varied people.	4.60	.58
Q3: to better understand and appreciate English art and literature.	4.43	.67
Q4: to participate more freely in the activities of other cultural groups.	4.36	.72
Q5: to know the life of the English-speaking nations.	4.28	.72
Q6: understand English pop music.	4.14	.82
Q7: The more I get to know native English speakers, the more I like them.	3.88	.88
Q8: to know various cultures and peoples.	4.74	.51

Q9: to keep in touch with foreign friends and acquaintances.	4.30	.79
Q10: to know more about native English speakers.	4.21	.81
Q11: The British are kind and friendly.	3.46	.75
Q12: The Americans are kind and cheerful.	3.48	.72
	4.22	

On the other sides, for items representing instrumental motivation this study demonstrated that items 13, 14, 15, 17, 18, 19, 20, 22, 23, 24 had the mean scores above 4 indicating that the students' motivation was very high (Table 2). Furthermore, for the other 3 items 16, 21, and 25 had a mean score below 4. Item 16 (Studying English can be important for me because other people will respect me more if I know English) showed lower value, $M = 3.62$. For lowest mean score could be seen from item 25 (Studying English is important to me because without it one cannot be successful in any field) with $M = 3.11$. From all of 13 items, item 13 displayed the highest mean score of 4.8. It shows that students have high motivation in learning English for their future careers. Meanwhile, item 15 with the mean score of 4.75 suggested that students hope for their English skills to be useful for getting good jobs.

Table 2: Descriptive Statistics of Instrumental Motivation

Items: I study English because.....	Mean	Std. Deviation
Q13: I'll need it for my future career.	4.80	.43
Q14: it will make me a more knowledge person.	4.46	.68
Q15: it will someday be useful in getting a good job.	4.75	.47
Q16: other people will respect me more if I know English.	3.62	1.06
Q17: I will be able to search for information and materials in English on the internet.	4.67	.57
Q18: I will learn more about what's happening in the world.	4.59	.55
Q19: language learning often gives me a feeling of success.	4.00	.79
Q20: language learning often makes me happy.	4.11	.81
Q21: an educated person is supposed to be able to speak English.	3.35	1.09
Q22: I can understand English-speaking films, videos, TV or radio.	4.60	.59
Q23: I can read English book.	4.59	.58
Q24: to know new people from different parts of the world.	4.48	.68
Q25: without it one cannot be successful in any field.	3.11	1.17
	4.33	

These findings concluded that instrumental motivation was higher than integrative motivation among undergraduates students toward learning English as a foreign language.

English learning motivation between new and old students

The second concern of this study was to find out the motivation in English learning between two generations. Participants were divided the two groups; new students (n=48) comprising students enrolled in 2019 & 2020 and old students (n=83) consisting of generations registered in 2018 & 2017. This study revealed that the difference in mean scores for the two group was not significantly different. In more detail, new students had more instrumental of 4.27 than integrative motivation of 4.24.

Table 3: Descriptive Statistics of Integrative Motivation by new students (n=48)

Items: I study English.....	Mean	Std. Deviation
Q1: to be more at ease with other people who speak English.	4.94	.24
Q2: to meet and converse with more and varied people.	4.54	.58
Q3: to better understand and appreciate English art and literature.	4.41	.68
Q4: to participate more freely in the activities of other cultural groups.	4.27	.84
Q5: to know the life of the English-speaking nations.	4.33	.69
Q6: understand English pop music.	4.10	.83
Q7: The more I get to know native English speakers, the more I like them.	3.98	.84
Q8: to know various cultures and peoples.	4.79	.41
Q9: to keep in touch with foreign friends and acquaintances.	4.35	.70
Q10: to know more about native English speakers.	4.21	.71
Q11: The British are kind and friendly.	3.52	.78
Q12: The Americans are kind and cheerful.	3.46	.62
	4.24	

Table 4: Descriptive Statistics of Intrumental Motivation by new students (n=48)

Items: I study English because.....	Mean	Std. Deviation
Q13: I'll need it for my future career.	4.75	.48
Q14: it will make me a more knowledge person.	4.48	.62
Q15: it will someday be useful in getting a good job.	4.79	.41
Q16: other people will respect me more if I know English.	3.73	1.04
Q17: I will be able to search for information and materials in English on the internet.	4.63	.61
Q18: I will learn more about what's happening in the world.	4.56	.58
Q19: language learning often gives me a feeling of success.	4.15	.74
Q20: language learning often makes me happy.	4.13	.67

Q21: an educated person is supposed to be able to speak English.	3.27	1.13
Q22: I can understand English-speaking films, videos, TV or radio.	4.65	.53
Q23: I can read English book.	4.58	.58
Q24: to know new people from different parts of the world.	4.52	.62
Q25: without it one cannot be successful in any field.	3.23	1.23
	4.27	

On the other contrary, the old student showed more integrative motivation of 4.28 and instrumental of 4.23. From these results, it can be concluded that the old students had a higher integrative motivation, while new students showed more instrumental motivation.

Table 5: Descriptive Statistics of Integrative Motivation by old students (n=83)

Items: I study English.....	Mean	Std. Deviation
Q1: to be more at ease with other people who speak English.	4.74	.52
Q2: to meet and converse with more and varied people.	4.63	.58
Q3: to better understand and appreciate English art and literature.	4.43	.67
Q4: to participate more freely in the activities of other cultural groups.	4.41	.65
Q5: to know the life of the English-speaking nations.	4.25	.73
Q6: understand English pop music.	4.16	.82
Q7: The more I get to know native English speakers, the more I like them.	3.82	.90
Q8: to know various cultures and peoples.	4.71	.55
Q9: to keep in touch with foreign friends and acquaintances.	4.27	.84
Q10: to know more about native English speakers.	4.22	.87
Q11: The British are kind and friendly.	3.43	.74
Q12: The Americans are kind and cheerful.	3.49	.77
	4.28	

Table 6: Descriptive Statistics of Instrumental Motivation by old students (n=83)

Items: I study English because.....	Mean	Std. Deviation
Q13: I'll need it for my future career.	4.84	.40
Q14: it will make me a more knowledge person.	4.46	.72
Q15: it will someday be useful in getting a good job.	4.72	.50
Q16: other people will respect me more if I know English.	3.57	1.07
Q17: I will be able to search for information and materials in English on the internet.	4.69	.54

Q18: I will learn more about what's happening in the world.	4.6	.54
Q19: language learning often gives me a feeling of success.	3.93	.81
Q20: language learning often makes me happy.	4.1	.88
Q21: an educated person is supposed to be able to speak English.	3.4	1.09
Q22: I can understand English-speaking films, videos, TV or radio.	4.57	.63
Q23: I can read English book.	4.59	.59
Q24: to know new people from different parts of the world.	4.46	.72
Q25: without it one cannot be successful in any field.	3.05	1.15
	4.23	

DISCUSSION

Motivation is regarded as an integral part of achieving every purpose. In any educational learning process, especially in foreign language learning, this is an important factor that has a positive effect (Lightbown & Spada, 2013). Gardner (1985) classifies motivation orientation into integrative and instrumental motivation. Through a study on the kinds of motivation required to learn a foreign language, Engin (2009) concluded that instrumental motivation is based on a pragmatic approach while integrative motivation depends on personal willingness and ability to accomplish anything. This study revealed that motivation of learning English by EFL Indonesian learners at tertiary level showed a very high motivation towards learning English. Although the final findings seem to show that students are instrumentally motivated ($M=4.33$), their integrative motivation toward learning English is still high ($M=4.22$). The goal of obtaining some social or economic reward through L2 achievement is instrumental motivation, which therefore refers to a more practical explanation for language learning. Integrative motivation is defined by the constructive and supportive attitudes of learners towards the target language society and the desire to unite in the target language society (Allen et al., 1974). This study confirms prior study reported by (Vaezi, 2008) in the Iranian context and the Indonesian context by (Suryasa et al., 2017) regarding students' motivation towards learning English. In other words, both two previous studies reveal that instrumental motivation was mostly applied by students, but students also had high motivation toward integrative ones.

In addition to prior studies, the current study added an exploration of the differences in motivation between old students and new students at the university level. The results showed that new students had higher instrumental motivation, while old students were more prominent on integrative motivation. This demonstrated that old students who have learned many languages for a lengthy time no longer have the primary purpose of learning English to get a good job. Rather, they have internalized their English learning as part of their identity. On the

other side, new students showed that they have the ambition to learn English as a tool to get a job or for better career in the future.

It is essentials for both teachers and students to understand the important role of motivation in learning English. Moreover, the pedagogical implications of motivation toward learning English are the need for continuously develop teaching competence of lecturers so that their instruction is compelling and motivating, implementing effective and fun learning methods, assessing students' English learning styles, and presenting English material that is suitable for student learning needs and goals, and the availability of learning facilities. Those things are argued here to be useful for facilitating the motivation of English learning, which in turn affect the success of learning English in the Indonesian EFL tertiary classroom.

CONCLUSION

This study concludes that students have high motivation in learning English both integrative and instrumental. The majority of students have a motivational orientation to learn English to communicate with other English speakers. Both of these motivations are very important for the success of students in learning English. Their motivation is mainly oriented towards their future careers, so that they get jobs that are in accordance with their interests. However, their motivation is just to interact with Indonesian fellows with various cultural background. They are less motivated to interact with native English speakers, because a few of native English available in the campus environment. It confirms that their environment also determines their motivation.

This study also confirms that there are not significant differences between new students and old students. New students have more instrumental motivation to learn English; however old students have more integrative one. It can be inferred that old students who get more experience in learning various languages have no longer prioritize their ability in English to get a good job. Further, most of them have their motivation in learning English to be more at ease with other people who speak English and to know various cultures and peoples.

From the results of this study, it can be seen that the teacher, the course content, materials, the class atmosphere, and facilities play a good role for students so that they have high motivation. However, it is still expected that lecturers facilitate students' motivation through any means, such as providing students with more interesting instructions and learning activities so that students could develop their English learning at their best.

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