

**INDONESIAN EFL UNIVERSITY STUDENTS MOTIVATION IN LEARNING ENGLISH: A  
SMALL-SCALE SURVEY**

**A Thesis**

**Presented to the Department of English Language Education as Partial Fulfillment of the  
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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## STATEMENT OF WORK'S ORIGINALITY

I honestly state that the thesis that I have written is my work and does not contain the work of others, except what I have mentioned in the quotations and references. This thesis has never been submitted for another degree or purpose.

I declare that the content contained in this thesis is the result of my hard work to obtain a degree, and all the assistance I have received in the preparation of this thesis has been mentioned in the references.



(Lely Nur Febriyanti)

## **MOTTO**

"Without education, we are in a horrible and deadly danger of taking educated people seriously."

- G.K. Chesterton.

"Experience is the opposite of education." - Ashly Lorenzana.

## **DEDICATION**

I dedicate my thesis to:

1. My family, especially my father and mother, are very grateful for their encouragement, support, and continuous prayers until now so that I can complete my thesis.
2. My sisters, Reva, Mayza, and Anindita, thank you for always supporting me through video calls in working on this thesis until it is finished.
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The researcher is fully aware that the writing of this thesis is far from perfect; therefore, criticism and suggestions from the researcher are expected to get better writing results in the future. Hopefully, this thesis will be useful for the readers.

*Wassalamu 'alaikum Warohmatullohi Wabarokatuh*

Yogyakarta,

The Researcher



Lely Nur Febriyanti

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## ABSTRACT

Motivation to learn English is an interesting topic to discuss because motivation plays an important role in learning a second/foreign language. The study aims to determine the level of motivation in learning English at the Department of English Education at a Private University In Yogyakarta. The instrument of the study is a quantitative approach in the form of a survey study of the questionnaire Language Learning Orientation Scale-Intrinsic Motivation, Extrinsic and Amotivation subscale (LLOS-IEA) by Noels et al (2000). 95 students participated in filling out the questionnaire from one cohort 2020. The conclusion of this study is based on research findings and discussions on motivational factors in learning English. This study shows that students majoring in English Education Department from one cohort 2020 have very high motivation, seen from the first highest factor, namely personal/professional motivation, secondly intrinsic motivation, when obligation/avoidance motivation, and the lowest, namely amotivation. So this shows the motivation in learning English is very high so that when students learn English, they are motivated to develop students' personalities. Also, students are motivated because they find new things such as new knowledge, interesting things, and positive things. Then it can be concluded that students are motivated either intrinsically or extrinsically, so the amotivation factor is the lowest because students already know their reasons for learning English.

*Keywords : Intrinsic/Extrinsic motivation, Amotivation, English Learning Motivation*

# CHAPTER I

## INTRODUCTION

### 1.1 Background Of The Study

Motivation is an important part of student success in learning English. According to Alizadeh (2016), motivation can also be interpreted as a person's direction in behavior or what causes someone to want to repeat a behavior and vice versa. Alizadeh (2016) stated that a person would succeed if he is well-motivated to learn a second language. Motivation is an important factor in determining students' readiness to communicate. Gomari and Lucas (2013) say that language learning motivation is an important factor that affects different student performance differently. Therefore, EFL students need the motivation to encourage them to learn languages. Budiharto and Amalia (2019) reveal that, for example, a student who may be very good at learning a language will not succeed without motivation. A student who does not have the skills but a strong desire to succeed will be more successful. The importance of motivation in learning English is to be the key to success.

Learning a new language is usually long and complex, so it is not hard to imagine that learners need to stay motivated to learn the language. Lack of motivation prevents students from getting what they need, the information required to carry out the task. Radfar and Lengkanawati (2020) explain that motivation is the main determinant of the frequency and type of strategy. Motivational affect students' determination to learn a language and their persistence in facing challenges. Therefore, students' motivation should be improved because it is difficult to succeed in language learning without motivation. Students often take English as a Foreign Language (EFL) courses but do not have enough enthusiasm to complete difficult tasks such as learning a foreign language. Motivated students have the right and positive attitude towards learning and strive to master English with clear goals and ideals. These students usually think that learning English is difficult and boring. The student learning environment is also an important factor in determining student motivation and affects their overall performance.

According to Gardner and Lambert (1972), there are two functions in motivation related to learning a second language, namely the integrative function and the instrumental function. In the integrative function, a person is motivated to learn a language to communicate with the language being studied. Instrumental function, if a person is motivated to learn a second language to encourage him or her to get a job in the future. According to Deci and Ryan (1985), Integrative motivation is defined as intrinsic motivation. That is, students, get pleasure and desire to learn a language with positive behavior. Students focus on integrative by showing interest in learning foreign languages in understanding the culture, traditions, and cultural community of people who speak the language. Students may even desire to improve their relationship with the target community (Liuoliene & Metiuniene, 2006). While the type of instrumental motivation, in other words, extrinsic motivation, shows that learning a foreign language or a second language to get efficient benefits, for example, passing an exam or a university requirement, getting a promising career with a profit in an income, or for education abroad. According to Gardner, Lalonde, and Pierson (1983) explaining that instrumental motivation has several uses that learners do not perceive in language learning. To achieve some non-interpersonal goals, the learner wants to learn a language. External factors such as appraisals, gratuities, promises, or money to force students to achieve, are motivated without realizing their genuine interest. These two motivations can be assumed that integrative motivation is higher than instrumental motivation, as seen from persistence and cognitive mastery of language. However, knowledge of a foreign language impacts the learner's motivation in one way or another. Dornyei (2001) concludes that integrative and instrumental motivation is not at opposite ends of a continuum. Both are effective and learning-producing goals, and they are positively related.

Empirically, research on student motivation to learn English in the context of EFL has been studied by several scholars. In a case study, Nakhon and Tantip (2019) found that when student motivation increases, students can master the language well so that the achievement obtained is higher. On the other hand, when students' learning motivation decreases, their learning achievement will also decrease. Another study by Thang, Ting, and Nurjannah (2011) found that students are more extrinsically motivated than intrinsically in learning English in the Indonesian context where the case study was conducted. Agus and Laila (2019) also found that motivation is the main driver of learning the target language. In addition, the intrinsic and extrinsic influence of students' motivation when learning English as a target language can strongly impact performance. According to Bambang, Mahpul, Anggit, and Wicaksono (2019), in other findings

in the Indonesian context in the era of globalization, comprehensive motivation has nothing to do with Indonesian EFL students. EFL students in Indonesia need to integrate with people from other countries by using English as instruction. International orientation is closely related to intrinsic motivation, which may support the idea that in the sense that both language learners engage in autonomous learning, learners with more self-defining extrinsic motivation are similar to intrinsic motivation. There are many motivations for learning English in Indonesia. However, many researchers still focus on motivation and do not include amotivation, such as the research conducted by Radfar and Lengkanawati (2020) researched the motivation of first-year students majoring in English to study English. The findings show that having a significant difference between integrative and instrumental motivation makes students highly motivated in learning English. In addition, students are more instrumentally motivated than integrative motivation. Another study conducted by Budiharto and Amalia (2019) on 30 students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, University in Madura, by collecting data using a questionnaire, found that motivation appears to be the main driver for achievement in learning the target language. In addition, when students learn English as a target language, intrinsic motivation and extrinsic motivation can greatly affect students' performance and play a key role in learning the target language. Therefore, this study seeks to determine how motivated students are to learn English at the university level. Therefore, this study seeks to determine the motivation to learn English of university-level students.



## **1.2 Formulation of the Problem**

This study identified which students use the motivation to learn English at the University in Yogyakarta. The reference question which was used in the process of data collection and analysis is:

“what are the level factors of motivation in learning English at the Department of English Education at a Private University In Yogyakarta?”

## **1.3 Objectives of the study**

“The study aims to determine the level factors of motivation in learning English at the Department of English Education at a Private University In Yogyakarta.”

## **1.4 Significances of the study**

The results of this study are to reflect on students about the type of motivation to learn English in the Indonesian context. This study is useful for teachers in the same context to motivate the classroom to learn English. And to future researchers, this study will provide information or reference for people who will research on the same topic about motivation to learn English because this research can expand the literature.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Motivation in English Language Learning**

Motivation is an important part of every activity, including learning activities there is no real activity without motivation (Rohimah,2019). It means that student's success in the learning process can be seen from students' motivation during learning. According to Ryan and Deci (2000), motivation is considered important because a person's strength to create something, without motivation, a person will not be interested in making an effort to achieve his goals. Therefore, Moskovsky et al. (2013) stated that highly competent and cognitively capable individuals might not achieve long- term goals when they cannot maintain something of sufficient motivation thus, the most important thing in determining the frequency and type of strategy is motivation.

Motivation to learn a second/foreign language refers to the extent to which a person wants to learn or try to learn the language and the satisfaction experienced in the task, effort alone does not indicate motivation. Why do EFL students need the motivation to encourage them to learn the language? Gardner (2010) stated that motivation had been identified as a key success factor in learning a second language. Another research conducted by Gomari and Lucas (2013) argues that language learning motivation is an important factor that affects the performance of different students differently, he suggested that motivation is about how students can be motivated to learn English well. The main goal of motivation is to succeed in learning English or a second language. Deci and Ryan (2000) explain that language learning motivation is one of the key factors affecting language learning level and success. Therefore, motivation is said to have a major influence on language learning.

### **2.1.1 Intrinsic Motivation and Extrinsic Motivation**

The study of motivation in foreign language learning cannot be separated from the study of Gardner and Lambert (1972). Gardner (1985) examined motivation as a factor of different attitudes. Two different sets of attitudes have two basic types identified by Gardner and Lambert (1972) as instrumental and integrative orientations to motivation. Integrative motivation is motivation driven by students' desire to integrate with the culture and language. Usually, this motivation is owned by students who desire to study the language in depth. While instrumental motivation is motivation based on the hope that a person can achieve a better position or job by mastering a foreign language or English. So, in this case, language is a tool to achieve certain goals. Gardner (1985) developed a measure of student motivation to learn a foreign language because integrative motivation results in high-quality learning and creativity, it is important to detail the factors and forces that generate versus weaken it. However, equally important in the current review is an explanation of the very different types of motivation that fall under intrinsic motivation. More specifically, according to Deci and Ryan (2000), intrinsic motivation is an activity whose purpose is to satisfy the desire to learn with positive behavior. When students are intrinsically motivated, they are more motivated and act for the pleasure and challenge they are doing. Students focus on the integrative by showing an interest in learning a foreign language is understanding the culture, traditions, and culture of the community of people who speak the language. Students may even desire to improve their relationship with the target community (Liuoliene & Metiuniene, 2006). While the type of extrinsic motivation indicates that learning a foreign language or a second language is for efficient gain, for example, passing exams or university requirements, getting a promising career with gains in income, or education abroad (Deci and Ryan, 2000). The similarity between integrative motivation and intrinsic motivation is encouragement in integrative learning of foreign languages and cultures. At the same time, instrumental and extrinsic motivation are learning a language or English to achieve an efficient goal such as getting a promising career with income or education abroad. While the difference is Gardner (1985) did not develop the type of motivation developed by Deci and Ryan (2000), in which motivation is related to amotivation.

### **2.1.2 Amotivation**

Amotivation refers to situations in which people fail to see the connection between their actions and consequences resulting from uncontrollable factors. Amotivation is a state of not having the intention to take action (Deci and Ryan, 2000). A person's behavior lacks intentionality and a sense of personal cause when amotivated. More specifically, according to Deci and Ryan (1995), amotivation is a condition in which individuals do not associate behavior with subsequent outcomes. Therefore, the behavior is carried out for unknown reasons or not done. As a result, amotivated individuals may feel disconnected from their actions or lack control over their current situation or behavior, thus investing less time in their actions, time, or energy on these behaviors. It is associated with various negative outcomes in the workplace, including reduced vitality, job satisfaction, emotional involvement, ability to cope, initiative and work effort, and greater emotion. According to Deci and Ryan (2000), the amotivation approach of operant psychology can be seen in the strand of cognitive psychology, which is often referred to as cognitive behavior.

## **2.2 Previous Studies Motivation in English Language Learning**

A study by Ngo, Spooner- Lane, and Mergler (2015) researched 180 students majoring in English and 242 university students majoring in English, and 242 university students in Hanoi, Vietnam using the Language Learning Orientation Scale-Intrinsic Motivation, Extrinsic And Amotivation Subscale (LLOS-IEA) research questionnaire developed by Noels et al. (2000) found that English majors were highly motivated to study English to prepare for their future career and personal development. Meanwhile, students whose non-English majors are required to study English show low motivation to learn English, and the motivation to perform obligations or avoid them is undesirable. The results are consistent for the two groups of English learners, where amotivation and intrinsic motivation alone can significantly predict motivation intensity. In particular, a high level of amotivation predicts a lower level of motivation. In contrast, a higher level of intrinsic motivation predicts a higher motivation intensity. Therefore, the results show that for students majoring in English and majoring in non-English, only amotivation and intrinsic motivation were significant predictors of motivational intensity. Other researchers, Gomari and Lucas (2013), investigated whether Iranian EFL students in the Philippines were motivated to learn English. A total of 100 Iranian EFL learners enrolled at four private universities in Manila using

the LLOS-IEA instrument developed by Noels et al. (2000), the results of this study indicate that there is not enough evidence that Iranian EFL students in the Philippines are more extrinsically motivated or motivated intrinsic in learning English.

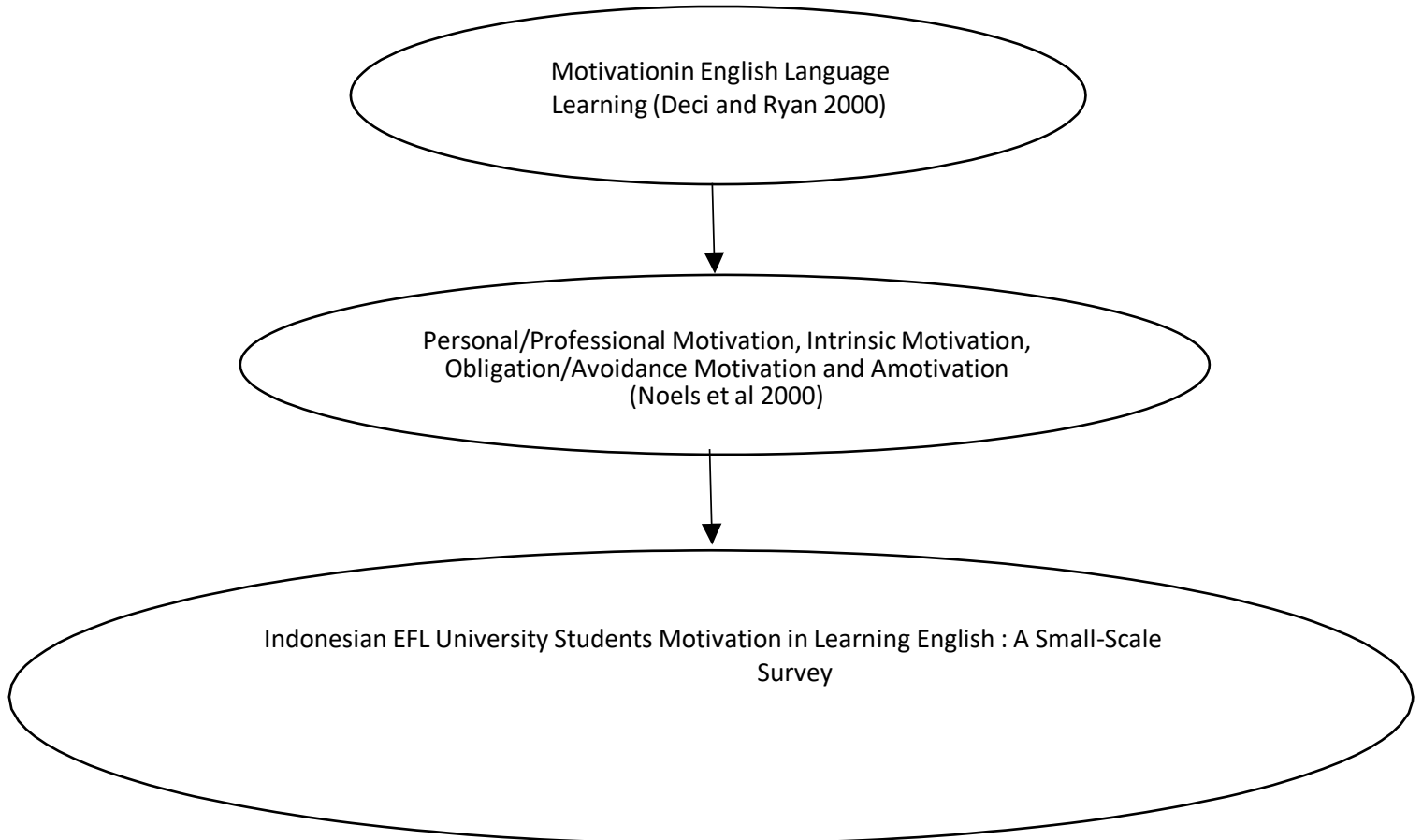
Santosa (2017) revealed that based on questionnaires and interviews conducted with several students, they obtained data that most of the respondent students had fairly good interest and motivation to learn English. In addition to self-motivation, they also get motivation from their parents and the environment. In addition, their pride and love for English also support their high interest in learning English. Students are motivated to learn English to get a job in the future. Some dream of working as tour guides, teachers, lecturers, and working abroad. Respondents think that English will be a stepping stone for them to join the international world with the provision of mastery of international languages. That shows that respondents are very aware of mastering English which they will need in their future career development. The analysis also shows that motivation to learn English also has a big influence on learning achievement. Motivation is an important part of learning, especially learning a language to achieve the desired goal. Research conducted by Radfar and Lengkanawati (2020) examines the motivation of first-year students majoring in English to learn English. The method used in this research is the case study method. The participants were 50 students from the English Department, Universitas Pendidikan Indonesia. The findings show that having a significant difference between integrative and instrumental motivation makes students highly motivated in learning English. In addition, students are more instrumentally motivated than integrative motivation. Another study conducted by Budiharto and Amalia (2019) of 30 undergraduate students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, University in Madura, by collecting data using a questionnaire found that motivation appears to be the main incentive to perform in learning the target language. In addition, when students learn English as a target language, intrinsic motivation and extrinsic motivation can strongly influence student performance and play a key role in target language learning.

Motivation to learn English is a very important factor to determine student success. Previous studies have shown that motivation to learn English is a key factor that will control the success of L2. This needs to be investigated in EFL students in Indonesia because many researchers who only focus on motivation do not include the element of amotivation by using the Language

Learning Orientation Scale - Intrinsic motivation, Extrinsic motivation, and Amotivation Subscales (LLOS - IEA) so, that the description of students' motivation to learn English is more comprehensive. Clear, while motivation and amotivation become one. This research is expected to provide a clearer picture of students' motivation to learn English.

## 2.2 Theoretical Framework

The present study will be guided by a framework that focuses on EFL learners' motivation to learn English.



*Figure 1*

## **CHAPTER III**

### **RESEARCH DESIGN**

The method used in this research is a quantitative approach in the form of a survey study. According to Creswell (2012), survey research aims to map or describe existing problems by studying a population sample obtained from respondents. From these results, the authors can conclude. According to Fink (2003), data can be accepted if the response between observers and respondents from time to time is quantitative research has advantages and disadvantages. The advantages of using a quantitative method are that it can cover more populations so that the data obtained are representative of the population, and a short timeframe for a given survey, while the disadvantages of using a quantitative method are that the data is not in-depth, there is no in-depth experience description.

### **3.2 Population and Sample**

#### **3.2.1 Population**

Researchers took data from students majoring in English Education from one cohort, 2020, with an active student population of 114 students at a private university in Indonesia. The reason for taking the 2020 cohort is because they are from junior high school, senior high school and university in total, they have studied English for a total of 8 years, after 8 years researcher are interested in knowing the motivation of the cohort 2020 in learning English.

#### **3.2.2 Sample**

The number of samples needed was 129 respondents from one cohort 2020 with active students at a private university in Indonesia.

The following is the calculation of the number of student data samples that will be taken in this study. In this study, the calculation of the number of samples from the population using Solvin's formula.

n = Number of sample



$N = \text{Population}$

$e = \text{Error rate (5\% = 0,05)}$

$n = N : [1 + Ne^2]$

$n = 114 : [1 + (114)(0,05^2)]$

$n = 114 : 1,285$

$n = 88,7 (89)$

Based on the results above, it can be concluded that the minimum sample number is 88,7 or 89. So based on the calculation of the sample to the total population, there are 89 students used.

### **3.3 Data Collecting Technique**

#### **3.3.1 Questionnaire Language Learning Orientation Scale - LLOS-IEA**

To determine the level and type of motivation in language learning, the Language Learning Orientation Scale-Intrinsic Motivation, Extrinsic Motivation and Amotivation subscale (LLOS-IEA) developed by Noels et al. (2000) by assessing various types of L2 motivation, which has 21 items. After conducting an exploratory factor analysis and reliability analysis for each motivation subtype, Noels et al. (2000) considered the tool reliable. Then subscale correlation was performed to determine the structural validity of the subscale (Noels et al., 2000). The results of the exploratory factor analysis get a four-factor solution. In addition, according to (DeVellis 2016), the correlation between factors and internal consistency reliability analysis was generated to provide more information about construct validity and reliability. The four factors are marked as amotivation, obligation/avoidance, personal/professional, and intrinsic motivation. The questionnaire includes 21 items. Three motivational items relate to not understanding the reasons for learning English. The four motivational items are the obligation/avoidance of learning English to meet the university's requirements and expectations or parents, lecturers or avoid negative feelings such as shame or guilt. Six motivational items for personal/professional development with reasons to learn English to benefit the individual's personal and professional development in the future. The eight intrinsic motivation items represent reasons for internal satisfaction in learning English. Other scholars have used the LLOS-IEA to measure the

motivation of private university students (Chu, 2008). In this study, respondents were asked to rate all statements given in the

LLOS-IEA using a 5-point Likert scale. Judging from the number 1 "strongly disagree" to 5 "strongly agree."

The author will first translate the questionnaire from English to Indonesian to make it easier for respondents to fill out the survey. After the questionnaire was translated, the authors asked for approval from the author's supervisor. The author will ask the faculty to provide a letter of application to the lecturer of the intended course and ask for permission to join the class about 15-20 minutes before asking the student's willingness to participate in filling in the data using google form. The authors expect respondents to complete the original 21-item LLOS-IEA questionnaire using a 7-point rating scale. However, to avoid confusing respondents, a 5-point Likert scale was adopted from 1 "strongly disagree" to 5 "strongly agree," which helped the researcher collect data for this study. The researcher will keep personal data and answers to the questionnaire and will only be used in this study. Respondents participating in this study must be volunteers. If respondents feel uncomfortable with the question, they can stop at any time while filling out the questionnaire.

### **3.3.2 Validity**

According to Heale and Twycross (2015), Validity is a concept that measures accurately in quantitative research. Validity has three main types: content validity, construct validity, and criterion validity. This study uses content validity and constructs validity. Content validity refers to all content related to variables or how accurately a measuring instrument can determine the aspects contained in the questionnaire from a specific statement. Meanwhile, according to Heale and Twycross (2015), construct validity refers to whether the researcher can conclude test scores related to the currently studied concept. The LLOS-IEA questionnaire from Noels et al. (2000) to ensure students understand the questionnaire was examined by taking steps using a pilot study. Before the data collection process in this study, the questionnaire was checked by the supervisor first.

The researcher distributed questionnaires to 95 student respondents majoring in English at the Indonesian Islamic University batch 2020. After collecting all the data, the researchers analyzed the data using SPSS 23. The results of the data were invalid. The data were analyzed to determine the value of  $r$  by comparing the  $r$  count and  $r$  table. The value of the  $r$  table using an

error rate of 5% is 0.201. So, if  $r$  count  $>$   $r$  table in each item, the item is valid. The following are the results of the analysis of the validity of the questionnaire used by researchers:

	<b>R</b>	<b>symbol</b>	<b>R Table</b>	<b>Description</b>
<b>Arithmetic</b>				
<b>Q1</b>	0.602	>	0.201	Valid
<b>Q2</b>	0.572	>	0.201	Valid
<b>Q3</b>	0.577	>	0.201	Valid
<b>Q4</b>	0.655	>	0.201	Valid
<b>Q5</b>	0.589	>	0.201	Valid
<b>Q6</b>	0.551	>	0.201	Valid
<b>Q7</b>	0.624	>	0.201	Valid
<b>Q8</b>	0.615	>	0.201	Valid
<b>Q9</b>	0.602	>	0.201	Valid
<b>Q10</b>	0.640	>	0.201	Valid
<b>Q11</b>	0.654	>	0.201	Valid
<b>Q12</b>	0.663	>	0.201	Valid
<b>Q13</b>	0.537	>	0.201	Valid
<b>Q14</b>	0.523	>	0.201	Valid
<b>Q15</b>	0.154	<	0.201	Invalid
<b>Q16</b>	0.217	>	0.201	Valid
<b>Q17</b>	0.184	<	0.201	Invalid
<b>Q18</b>	0.442	>	0.201	Valid
<b>Q19</b>	0.462	>	0.201	Valid
<b>Q20</b>	0.332	>	0.201	Valid
<b>Q21</b>	0.519	>	0.201	Valid

***Table 3. 1 Validity of Questionnaire***

After processing the data through SPSS 23, the researcher found two invalid items, including Q15, and Q17, from the validity test results. Researchers only use valid data, namely Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q16, Q18, Q19, Q20, and Q21 from the results of the validity of the test.

### 3.3.3 Reliability

According to Heale and Twycross (2015), reliability is related to a measure of consistency. While it is impossible to provide an accurate reliability calculation, various measures can arrive at a reliability estimate. As Creswell (2012) said, the score should be almost the same when the researcher administers the instrument several times and must be consistent. While the LLOS-IEA questionnaire adapted by Noels et al. (2000), the four-factor solution means that reliability is sufficient, Cronbranch motivation is 0.75, Obligation/Avoidance motivation is 0.61, personal/professional development motivation is 0.79, and intrinsic motivation is 0.89, A high mean score for each subscale means that the level of structure is high.

#### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	95	100.0
	Excluded	0	0.0
	Total	95	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability

#### Statistics

Cronbach's Alpha	N of Items
.820	21

*Table 3. 2 Reliability Of all variables*

The questionnaire shows reliability (0.82), so the questionnaire used is valid and can be categorized as very reliable. The researcher translated all of the questionnaire items from English to Indonesian to make it easier for respondents to understand the statements in the questionnaire so that when the questionnaire was distributed, the respondents could read the statements per item in Indonesian.

### **3.4 Data Analysis Technique**

Researchers show the right steps in this study.

1. Researchers conducted a literature review on Motivation in Learning English.
2. The Language Learning Orientation Scale (LLOS-IEA) questionnaire was developed by Noels et al. (2000).
3. Check each item in the questionnaire and translate it to make it easy to understand its meaning.
4. Shared the questionnaire link to 114 students in the class of 2020 English Education, and 114 questionnaires were returned. The researcher accompanies for approximately 15-20 minutes until the students complete the questionnaire to avoid bias.
5. Using Microsoft Excel to provide the data, then transferring the data from Microsoft Excel to SPSS to statistically analyze the data from the questionnaire into a statistical package.

**CHAPTER IV**  
**RESEARCH FINDINGS AND DISCUSSION**

This chapter contains the findings and discussion of data collection based on a questionnaire on motivation to learn English at the Department of English Education, Islamic University of Indonesia. Therefore, the Language Learning Orientation Scale - Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscale (LLOS - IEA) developed by Noels et al. (2000) has been distributed by researchers to respondents as many as 95 students, and the data that has been collected was analyzed using statistics descriptive to find out the average of all items in the questionnaire.

**4.1 Research Finding**

**4.1.1 Overall Finding of motivation for learning English**

Based on the resulting questionnaire from respondents, questionnaires are categorized into four parts: Personal/professional development motivation, intrinsic motivation, Obligation/Avoidance Motivation and Amotivation.

Language Learning Orientation Scale - Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscale	N	Mean	STD
Personal/professional development motivation	95	4.48	.67
Intrinsic Motivation	95	4.31	.57
Obligation/Avoidance Motivation	95	3.13	.88
Amotivation	95	1.87	1.07
Overall	95	3.79	.42

***Table 4. 1 Ranking Of Category motivation for learning English***

Table 4.1 shows that the highest factor is personal/professional development motivation with a mean of 4.48 and the lowest factor is amotivation with a mean of 1.87. It can be seen that the mean score of the overall results of the four factors is 3.79, with these results, it can be seen

that students learn English for personal development and to make it easier in the future. The researcher will explain the findings of four factors, namely personal/professional development motivation, intrinsic motivation, obligation/Avoidance Motivation, and amotivation.

#### 4.1.1.1 Personal/professional development motivation

Based on results from the questionnaire, the average of the first part of the questionnaire's Personal/Professional development motivation can be shown in the table below.

No	Statements	N	Mean	SD
14	I am studying English because I think it is good for my personal development	95	4.59	0.75
13	I am studying English because I choose to be the kind of person who can speak more than one language	95	4.56	0.67
11	I am studying English because I choose to be the person who can speak English.	95	4.53	0.74
12	I am studying English for the pleasure I experience by improving my English.	95	4.43	0.79
9	I am studying English to get a good job later on.	95	4.38	0.77
10	I am studying English in order to get more academic success later on.	95	4.37	0.77

***Table 4. 2 Personal/professional development motivation***

Based on table 2 above, it can be seen that personal motivation is more dominant in the top four items (11,12,13,14). The participants indicated that students learn English for personal motivation because students learn English for personal development. Students want to be individuals who can speak more than one language. Students want to be someone who can speak English and students want to improve their English for pleasure. Meanwhile, the bottom two items



(9,10) indicate that professional motivation only to follow may not be as strong as personal motivation, such as students learning English for personal development, wanting to become individuals who can speak English, and wanting to improve their English for pleasure so that professional motivation is like students learning English with the excuse of getting a good job and future success may just follow and not be as strong as personal motivation.

#### 4.1.2.2 Intrinsic Motivation

Based on the results from the questionnaire, the average of the second part of the questionnaire's intrinsic motivation can be shown in the table below.

No	Statements	N	Mean	SD
4	I am studying English for the satisfying feeling I get in learning new things	95	4.53	0.59
2	I am studying English because I enjoy the feeling of acquiring knowledge about the English-speaking community and their way of life.	95	4.35	0.72
7	I am studying English for the good feeling when hearing English spoken.	95	4.35	0.72
8	I am studying English for the good feeling that I experience while speaking in English.	95	4.33	0.75
5	I am studying English for the pleasure I get from hearing English spoken by native English speakers.	95	4.30	0.79
1	I am studying English for the pleasure that I experience in knowing more about the literature of the English-speaking group.	95	4.26	0.71
3	I am studying English for the enjoyment I experience when I grasp a difficult construct in English.	95	4.20	0.78

6	I am studying English for the satisfaction I feel when I am in the process of accomplishing difficult exercises in English.	95	4.18	0.78

**Table 4. 3 Intrinsic Motivation**

Based on table 3 above, it can be seen that the intrinsic motivation perceived by participants is the second highest factor where intrinsic motivation is that students are more motivated when doing an action for pleasure and challenge, as stated by Deci and Ryan (2000) intrinsic motivation is where a person is motivated to act to do a challenge and pleasure to get the satisfaction of what the goal has been achieved. So there is a possibility that participants are more intrinsically motivated because they are motivated to take actions such as getting new things, new knowledge, interesting things, and positive things for pleasure and satisfaction (items 1, 2, 4, 5, 7, 8) rather than facing difficulties that participants experience. Such as difficulty understanding construction and difficulty in completing exercises in English (items 3, 6). So it cannot be concluded that participants avoid difficulties. However, these difficulties are not as strong as motivating participants such as new things, new experiences, new knowledge, positive things, and interesting things in learning English.

#### **4.1.2.3 Obligation/Avoidance Motivation**

Based on results from the questionnaire, the average of the third part of the questionnaire, Obligation/Avoidance Motivation, can be shown in the table below.

<b>No</b>	<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
19	I am studying English to show myself that I am a good student because I can speak English.	95	3.60	1.06

21	I am studying English because I would feel ashamed if I could not speak English when I communicate with my friends from English-speaking countries.	95	3.35	1.21
18	I am studying English because I would feel guilty if I don't know English	95	2.81	1.20
20	I am studying English because I have to meet the requirements/expectations of my university/lecturers/parents	95	2.76	1.30

**Table 4. 4 Obligation/Avoidance Motivation**

Based on table 4 above, it can be seen that a stronger influence is that participants are more dominant on avoidance motivation because it allows participants to learn English to prove themselves and try to avoid negative images when they cannot learn English, so it is possible to appear as fluent students English and seen when participants did not need to be embarrassed when speaking English fluently with friends from English speaking countries (items 19, 21), and the lowest item of this factor (items 18, 20) was the obligation to make participants feel guilty if they did not know English and must meet the requirements/expectations of the university/lecturer/parents where this factor enters into extrinsic motivation. According to Deci and Ryan (2000), Extrinsic motivation is a motivation that comes from outside, such as having to meet university requirements and enter higher education institutions abroad. So from this factor, participants are motivated more to avoid looking bad than the drive to meet the requirements.

#### **4.1.2.4 Amotivation**

Based on results from the questionnaire, the average of the fourth part of the questionnaire Amotivation can be shown in the table below.

<b>No</b>	<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
16	I can't understand why I am studying English	95	1.95	1.17

**Table 4. 5 Amotivation**

Based on table 5 above, it can be seen that there is only 1 item valid from 3 items in factor amotivation. However, after processing through SPSS, only one item is valid, and two items from amotivation are invalid because the correlation is less than the R table. Of all the factors (personal/professional development motivation, intrinsic motivation, Obligation/Avoidance motivation, and amotivation), the amotivation factor is the lowest. However, not as many as other factors, so students already know the motivation to learn English. According to Decy and Ryan (1995), amotivation is a condition in which individuals do not associate behavior with subsequent outcomes. As a result, amotivated individuals may feel disconnected from their actions or lack control over their current situation or behavior, thus investing less time in their actions, time, or energy on these behaviors. It is associated with various negative outcomes in the workplace, including reduced vitality, job satisfaction, emotional involvement, ability to cope, initiative and work effort, and greater emotion. So it is possible that students are highly motivated in learning English, so the amotivation factor item 16 shows the lowest average of all the average factors in this study.

## **4.2 Discussion**

In this study, data were collected using the questionnaire Language Learning Orientation Scale - Intrinsic Motivation, Extrinsic Motivation, and Amotivation Subscale (LLOS - IEA) developed by Noels et al. (2000), consisting of four factors, namely personal/professional development motivation, intrinsic motivation, obligation/avoidance motivation, and amotivation, this collects data from one cohort 2020 students of English education at a private university in Indonesia. In this section, the researcher explains in more detail based on the data that has been taken.

The main highest factor that students most widely used is the motivational factor for personal/professional development. This factor is divided into two factors, namely personal motivation and professional development. The motivational factor for personal/professional development has the same highest rank as previous research conducted by Ngo, Spooner-Lane, and Mergler (2015), showing that students majoring in English are motivated to learn English to

prepare for the future and develop themselves student personality. In line with Alizadeh's (2016) statement that someone will be successful in learning English if motivated to learn. The first four items show that students are motivated to learn English for personal motivation with good reasons for personal development, wanting to become individuals who can speak more than one language, wanting to be someone who can speak English, and improving students' English. The first item is the highest mean of all items in the questionnaire. Meanwhile, two professional items only to follow may not be as strong as personal motivation. The results of this study are inversely related to the results of research by Budiharto and Amalia (2019), which shows that the highest motivation to learn English is professional motivation, where students learn English to get a better job, and the last reason students learn English is to improve their ability in learning English.

The second highest factor is intrinsic motivation, which consists of 8 items. The results of this factor are also related to research conducted by Ngo, Spooner-Lane, and Mergler (2015), where students who learn English are motivated because they know new things, gain new knowledge, and something positive. The results of this study are also the same as Santosa's research (2017), which shows that students are motivated to learn English because of an interest in new knowledge and something positive that is good for students to encourage students to succeed. From the results of this study, it is possible for some participants to be more motivated because they learn new things, interesting things, and new experiences rather than feeling satisfaction when facing difficulties, most of them prefer to be motivated when learning new things, new experiences, new knowledge, and interesting things when learning English. So it cannot be concluded that participants avoid difficulties, but these difficulties less motivate such as new things, new experiences, new knowledge, and interesting things in learning English.

The third factor is obligation/avoidance motivation which consists of 4 items where the first two items are related to avoidance motivation, and the last two item is about obligation. The first two items related to avoidance, where students are motivated to learn English, make it possible to avoid a bad image. Students motivated to learn English make it possible to have a good image as students. The results of this study are related to Ngo, Spooner-Lane, and Mergler (2015), which shows that students learn English because they feel the obligation of students to learn English, and students who learn English want not to be poorly judged and have negative feelings. Two last item, namely the obligation of students to learn English because they have to meet the requirements or expectations of parents/lecturers/universities, is the lowest in this factor.

The fourth factor in this study is amotivation which consists of three items. However, there is only one valid item because the mean value obtained is smaller than the R table or the cronbranch value on the amotivation factor is smaller, so both items are invalid. Of all the factors (personal/professional development motivation, intrinsic motivation, Obligation/Avoidance motivation, and amotivation), the amotivation factor is the lowest, and valid items are the lowest average of all factors that allow all students to be motivated in learning English. The results of this study are related to Ngo, Spooner-Lane, and Mergler (2015), which show that students may already be motivated to learn English, so the amotivation factor is the lowest. The same results are also from the research of Gomari and Lucas (2013), which shows that amotivation has a correlation with anxiety where the mean is very low where only students who feel anxious may lead to amotivation. Hence, it is possible that students who feel anxiety feel motivated to learn English.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter describes the summary of the research based on research findings in the previous chapter and the recommendation for further research.

#### **5.1 Conclusions**

This study aims to determine the motivational factors for learning English in the Department of English Education, Islamic University of Indonesia. 95 students participated in filling out the questionnaire from one cohort 2020. The conclusion of this study is based on research findings and discussions on motivational factors in learning English. This study shows that students majoring in English Education Department from one cohort 2020 have very high motivation, seen from the first highest factor, namely personal/professional motivation, secondly intrinsic motivation, when obligation/avoidance motivation, and the lowest, namely amotivation. The results of this study have similarities with the research of Ngo, Spooner-Lane, and Mergler (2015), which found that most students are intrinsically motivated to learn English, however, most students are also believed to study English to meet specific requirements. So this shows the motivation in learning English is very high so that when students learn English, they are motivated to develop students personalities. Also, students are motivated because they find new things such as new knowledge, interesting things, and positive things. Then it can be concluded that students are motivated either intrinsically or extrinsically, so the amotivation factor is the lowest because students already know their reasons for learning English.

#### **5.2 Recommendation**

##### **1. For Students**

Students majoring in English must seek and find goals in learning English to help increase motivation to learn English and help students get the desired and satisfying results.

## 2. For Lecture

This research can be a description of the motivational factors in the EFL class.

## 3. For the next researcher

The author recommends further research to continue this research in the next generation to obtain various research data because this research is limited to one context so that it can understand further about motivation and amotivation on a larger scale.



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## APPENDICES

### APPENDIX 1



([https://docs.google.com/forms/d/1eWaV\\_MtPfdpLu1F0-vADs7mEgU\\_CGzAQ5hAJQeYl4zU/prefill](https://docs.google.com/forms/d/1eWaV_MtPfdpLu1F0-vADs7mEgU_CGzAQ5hAJQeYl4zU/prefill))

Factors and items	Factors			
	1	2	3	4
<p><b>Factor 1: Intrinsic motivation (Motivasi Intrinsik)</b></p> <p>1. I am studying English for the pleasure that I experience in knowing more about the literature of the English speaking group (Saya belajar bahasa Inggris untuk kepuasan yang saya rasakan dalam memahami literatur bahasa Inggris lebih jauh.)</p> <p>2. I am studying English because I enjoy the feeling of acquiring knowledge about the English speaking community and their way of life (Saya belajar bahasa Inggris karena saya menikmati pembelajaran terkait komunitas yang berbahasa Inggris dan cara hidup mereka.)</p> <p>3. I am studying English for the enjoyment I experience when I grasp a difficult construct in English (Saya belajar bahasa Inggris untuk kepuasan yang saya rasakan saat mampu memahami tata bahasa yang sulit dalam Bahasa Inggris.)</p>				

<p>4. I am studying English for the satisfied feeling I get in learning new things (Saya belajar bahasa Inggris untuk kepuasan yang saya dapatkan ketika mempelajari hal baru.)</p> <p>5. I am studying English for the pleasure I get from hearing English spoken by English native speakers (Saya belajar bahasa Inggris untuk kesenangan yang saya dapatkan dari mendengar bahasa Inggris diucapkan oleh penutur asli bahasa Inggris)</p> <p>6. I am studying English for the satisfaction I feel when I am in the process of accomplishing difficult exercises in English (Saya belajar bahasa Inggris untuk kepuasan yang saya rasakan ketika saya dalam proses menyelesaikan latihan yang sulit dalam bahasa Inggris)</p> <p>7. I am studying English for the good feeling when hearing English spoken (Saya belajar bahasa Inggris untuk perasaan positif yang saya rasakan ketika mendengar bahasa Inggris dituturkan.)</p> <p>8. I am studying English for the good feeling that I experience while speaking in English (Saya belajar bahasa Inggris untuk perasaan positif yang saya rasakan ketika berbicara dalam bahasa Inggris.)</p>				
<p>Factor 2: Personal/professional development motivation (Motivasi pengembangan pribadi/professional)</p> <p>9. I am studying English in order to get a good job later on (Saya belajar bahasa Inggris untuk mendapatkan pekerjaan yang baik di kemudian hari.)</p> <p>10. I am studying English in order to get a more academic success later on (Saya belajar bahasa Inggris untuk memperoleh kesuksesan akademis yang lebih di kemudian hari.)</p> <p>11. I am studying English because I choose to be the kind of person who can speak English (Saya belajar bahasa Inggris karena saya memilih untuk menjadi orang yang mampu berbahasa Inggris.)</p> <p>12. I am studying English for the pleasure I experience by improving my English (Saya belajar bahasa Inggris untuk kepuasan yang saya rasakan</p>				

<p>dengan meningkatkan kemampuan berbahasa Inggris saya.)</p> <p>13. I am studying English because I choose to be the kind of person who can speak more than one language (Saya belajar bahasa Inggris karena saya memilih untuk menjadi orang yang mampu berbicara lebih dari satu bahasa.)</p> <p>14. I am studying English because I think it is good for my personal development (Saya belajar bahasa Inggris karena menurut saya hal itu bermanfaat untuk pertumbuhan pribadi saya.)</p>				
<p>Factor 3: Amotivation (Amotivasi)</p> <p>15. I don't know why I am studying English, and frankly, I don't care (Saya tidak tahu kenapa saya belajar bahasa Inggris, dan sejujurnya, saya tidak peduli.)</p> <p>16. I can't understand why I am studying English (Saya tidak bisa memahami kenapa saya belajar bahasa Inggris.)</p> <p>17. I don't know why I am studying English. I truly have the impression of wasting my time in studying English (Saya tidak tahu kenapa saya belajar bahasa Inggris. Sejujurnya saya merasa bahwa saya membuang-buang waktu saya dengan belajar bahasa Inggris.)</p>				
<p>Factor 4: Obligation/Avoidance Motivation (Motivasi Kewajiban/Penghindaran)</p> <p>18. I am studying English because I would feel guilty if I don't know English (Saya belajar bahasa Inggris karena saya akan merasa bersalah kalau saya tidak bisa bahasa Inggris.)</p> <p>19. I am studying English to show myself that I am a good student because I can speak English (Saya belajar bahasa Inggris untuk membuktikan kepada diri sendiri kalau saya adalah mahasiswa yang baik karena saya mampu berbicara bahasa Inggris.)</p> <p>20. Because I have to meet the requirements/expectations of my university/lecturers/parents (Saya belajar Bahasa Inggris karena saya harus memenuhi persyaratan/harapan universitas/dosen/orang tua saya)</p> <p>21. I am studying English because I would feel ashamed if I could not</p>				

speak English when I communicate with my friends from English speaking countries

(Saya belajar bahasa Inggris karena saya akan merasa malu bila saya tidak dapat berbicara bahasa Inggris ketika saya berkomunikasi dengan teman-teman saya yang berasal dari negara berbahasa Inggris.)

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<p>6. I am studying English for the satisfaction I feel when I am in the process of accomplishing difficult exercises in English</p> <p>7. I am studying English for the good feeling when hearing English spoken</p> <p>8. I am studying English for the good feeling that I experience while speaking in English</p>				
<p>Factor 2: Personal/professional development motivation</p> <p>9. I am studying English in order to get a good job later on</p> <p>10. I am studying English in order to get a more academic success later on</p> <p>11. I am studying English because I choose to be the kind of person who can speak English</p> <p>12. I am studying English for the pleasure I experience by improving my English</p> <p>13. I am studying English because I choose to be the kind of person who can speak more than one language</p> <p>14. I am studying English because I think it is good for my personal development</p>				
<p>Factor 3: Amotivation</p> <p>15. I don't know why I am studying English, and frankly, I don't care</p> <p>16. I can't understand why I am studying English</p> <p>17. I don't know why I am studying English. I truly have the impression of wasting my time in studying English</p>				
<p>Factor 4: Obligation/Avoidance Motivation</p> <p>18. I am studying English because I would feel guilty if I don't know English</p> <p>19. I am studying English to show myself that I am a good student because I can speak English</p> <p>20. Because I have to meet the requirements/expectations of my university/lecturers/parents</p>				

21. I am studying English because I would feel ashamed if I could not speak English when I communicate with my friends from English speaking countries				
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J	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	
73	2022/02/21	zaahirasati@lya	Perempua	8.59E+10	4	5	4	4	5	4	4	5	5	4	5	5	5	5	5	3	3	2	2	3	2	2	81	
74	2022/02/21	20322070@lya	Perempua	8.21E+10	5	4	5	5	5	5	5	4	4	5	5	5	5	5	5	1	1	1	3	3	3	3	82	
75	2022/02/21	20322079@lya	Perempua	8.97E+10	5	4	5	5	4	4	4	5	5	5	5	5	5	5	5	3	3	1	4	5	5	3	90	
76	2022/02/21	20322107@lya	Perempua	8.58E+10	4	4	5	4	4	4	4	4	4	5	5	5	5	5	5	1	1	1	3	3	1	3	76	
77	2022/02/21	20322049@lya	Perempua	8.99E+09	4	5	5	5	5	5	5	5	5	4	4	5	5	4	5	1	2	1	3	4	1	4	82	
78	2022/02/21	farrelbroi@lya	Laki-laki	8.55E+10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63	
79	2022/02/21	20322098@lya	Perempua	8.38E+10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	3	4	4	2	3	76	
80	2022/02/21	20322064@lya	Perempua	8.13E+10	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	1	1	1	5	3	1	3	83	
81	2022/02/21	sophianm@lya	Perempua	8.78E+10	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	84	
82	2022/02/21	20322102@lya	Perempua	8.59E+10	5	5	4	5	5	3	5	5	4	4	4	5	4	5	2	2	2	2	5	3	2	2	81	
83	2022/02/21	20322114@lya	Perempua	8.95E+10	5	5	5	5	4	4	5	4	5	5	5	5	5	5	5	1	1	1	2	3	3	3	81	
84	2022/02/21	20322141@lya	Perempua	8.57E+10	4	4	3	4	4	4	3	3	3	3	3	3	4	3	5	5	3	3	1	1	3	2	1	66
85	2022/02/21	20322037@lya	Laki-laki	8.21E+10	4	4	4	4	4	4	4	5	4	5	5	5	5	5	4	4	3	3	3	4	4	5	88	
86	2022/02/21	20322040@lya	Laki-laki	8	4	4	3	4	3	3	3	3	3	3	3	3	3	4	4	4	3	2	1	2	1	1	1	59
87	2022/02/21	20322101@lya	Laki-laki	8.96E+10	4	4	4	5	4	4	5	4	4	4	5	5	5	4	4	4	4	4	4	4	5	4	89	
88	2022/02/21	almassiraj@lya	Laki-laki	8.12E+10	5	5	4	5	3	4	4	4	4	5	5	5	5	4	4	4	1	1	1	3	3	3	5	79
89	2022/02/21	20322139@lya	Perempua	8.52E+10	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	1	1	1	2	3	2	1	65
90	2022/02/21	20322083@lya	Perempua	8.69E+62A8j	4	5	3	5	4	3	4	3	5	5	4	4	4	4	4	5	1	2	1	3	5	5	3	78
91	2022/02/21	20322082@lya	Perempua	8.13E+10	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	1	1	1	1	1	1	1	4	79
92	2022/02/21	20322111@lya	Laki-laki	8.52E+10	2	2	3	4	2	3	4	4	4	4	4	4	3	4	4	3	2	2	2	2	3	2	3	64
93	2022/02/21	20322099@lya	Perempua	8.21E+10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	1	1	1	1	5	2	5	86
94	2022/02/21	dindacinty@lya	Perempua	8.23E+10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	2	2	1	5	1	2	84
95	2022/02/21	20322127@lya	Laki-laki	8.12E+10	4	4	4	4	5	5	5	4	5	5	5	5	5	5	5	1	1	1	1	5	5	5	5	88
96	2022/02/21	20322081@lya	Perempua	8.22E+10	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	1	1	1	3	4	4	4	80

ITEMS	MINIM UN	MAXIMUM	MEAN	VALIDITY	RELIABILIT
Q1	2.00	5.00	4.2632	0.602	0.82
Q2	2.00	5.00	4.3579	0.572	
Q3	2.00	5.00	4.2000	0.557	
Q4	2.00	5.00	4.5368	0.655	
Q5	2.00	5.00	4.3053	0.589	
Q6	3.00	5.00	4.1895	0.551	
Q7	2.00	5.00	4.3579	0.624	
Q8	2.00	5.00	4.3368	0.615	
Q9	2.00	5.00	4.3895	0.602	
Q10	1.00	5.00	4.3789	0.64	
Q11	1.00	5.00	4.5368	0.654	
Q12	1.00	5.00	4.4316	0.663	
Q13	2.00	5.00	4.5684	0.537	
Q14	1.00	5.00	4.5895	0.523	
Q15	1.00	5.00	1.9895	0.154	
Q16	1.00	5.00	1.9579	0.217	
Q17	1.00	5.00	1.6842	0.184	
Q18	1.00	5.00	2.8105	0.442	
Q19	1.00	5.00	3.6000	0.462	
Q20	1.00	5.00	2.7684	0.519	
Q21	1.00	5.00	3.3579	1	