



EFL students' motivation on learning English: What can we learn from them?

¹Yelni Erniyati , ²Pristian Hadi Putra

¹English Education Study Program, Institut Agama Islam Negeri (IAIN) Kerinci, INDONESIA

¹ Jalan Kapten Muradi, Kecamatan Pesisir Bukit Kota Sungai Penuh 37112

²Islamic Education Study Program, Institut Agama Islam Negeri (IAIN) Kerinci, INDONESIA

² Jalan Kapten Muradi, Kecamatan Pesisir Bukit Kota Sungai Penuh 37112

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Correspondence:

Yelni Erniyati, English Education Study Program, Faculty of Teacher Training and Education, Institut Agama Islam Negeri (IAIN) Kerinci, INDONESIA.

yelnierniyati1@gmail.com

ABSTRACT

This study aimed to determine the students' motivation of non-English Department –intrinsic and extrinsic– in learning English. It was carried out at the second-grade students of the Quran Science and interpretation study program (IAT) academic year 2020/2021. This study employed descriptive-survey research. There were 34 students becoming the participants of this study. The researchers employed the questionnaire, which consisted of twelve statements to get the data about students' motivation. It was divided into nine statements about intrinsic motivation and three statements for extrinsic motivation. The data obtained revealed that for intrinsic motivations level, the students were at a high level of motivation with a total mean score of 4.09 and for extrinsic motivation, the total mean score was 3.97, and it showed that students were also at high level of motivation. Thus, it can be summarized that the students have both intrinsic and extrinsic motivation in studying English although they were non-English Department students. Moreover, the students' intrinsic motivation in learning English was higher than extrinsic motivation. It can be said that the students were able to control themselves to learn English, even though there was not much external motivation from lecturers or others. Regarding the result of this research, future researchers are expected to conduct depth research related to this topic. Moreover, the English lecturers who teach the students from the non-English department who are motivated should have good techniques and methods in teaching them, in the order they can achieve their goals in learning English.



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Nowadays, in Indonesia, English is also seen as a very essential learning, and the government has recognized this by including it in the subjects to be studied. Government of Indonesia has stated in Law of National Education System of Indonesia number 20-article 37 paragraphs one of 2003 that English is the only foreign language that students must learn from junior high school until university level. Moreover, the government's policy on higher education is a regulation made by the national standard agency of education on Standard of Content. Based on the standard of content of 2010, the curriculum of higher education must contain several general and expertise subjects to develop the graduate competences. Taking general subjects is compulsory for every higher education student. The general subjects comprise Religion, Civic education, Indonesian language, English, and statistics or mathematics. These five general subjects weigh 10 credits, 2 credits for each. Regarding to this policy, the higher education students must have competences to gain nation competitiveness, and they have to learn English because English is included in compulsory subject.

State Islamic University of Kerinci as one of universities in Indonesia had applied this policy. Therefore, the college students who are non-English department are required to be able to communicate in English during their studies. To achieve this goal, all students must follow English as one of the general teaching basic subjects known as a general compulsory subject. Many college students had barriers in mastering English especially the students in non-English Department; learning English could be a challenge for them. Based on preliminary interviews conducted by the researchers to the English lecturers who taught the students non-English Department, it was found that the students had different competence levels of mastering English and different levels of motivation.

As it is known, to succeed in learning, motivation is the key. In such situations, motivation provides humans with the resources they need to survive. Motivation in education has an impact on how students learn and behave concerning a subject. The key to learning is motivation (Brown, 2003). Students' academic effort and achievement are heavily influenced by their motivation. "It seems reasonable to conclude that the motivation which students bring to class is the most important single factor impacting their achievement," writes (Harmer, 2001). Underlining the importance of examining EFL learners' motivation, he states that motivation is one of the cornerstones to language acquisition success. Maintaining a high level of motivation, while learning a language is one of the most effective strategies to ensure that the process goes smoothly (Zulfikar et al., 2019). Motivation, according to Alrabai (2014), is one component that, when paired with other factors, determines a learner's performance in foreign language learning. (Al-

khairy, 2013) and (Al-Qahtani, 2013), who found that differences in motivation were responsible for variances in accomplishment, backed this up. Understanding learners' motivation allows us to rethink our models of learners and learning. It entails a significant shift in how we think about ourselves, as well as what we know about ourselves based on our abilities to access natural learning and motivation to study (Alrabai, 2014).

Motivation can be both positive and negative in response to a specific event, altering how people respond. When faced with learning challenges, students who are governed by instructors, administrators, and parents, for example, may lack the internal desire and give up quickly. Giving students more autonomy and freedom of choice, on the other hand, results in greater willingness to establish internal drives, create objectives, and persevere in tough learning tasks. Students' motivation is simply related to their desire to participate in learning. Thus, learners' motivation plays a crucial part in learning English. Many people believe that motivation is one of the most important determinants of success in learning a second or foreign language, as it influences the level of active, personal involvement in L2 learning (Oxford, R., & Shearin, 1994). Students who had strong motivation would find the easiness of study even though the materials were difficult to be learned. On the other hand, the students who had low motivation would get bored and find difficulties in learning although the materials were so easy. Corresponding to this opinion, Gardner (1985) as cited in (Loganathan & Khan, 2016) stated that L2 motivation comes in a variety of forms. When a person is motivated, he or she participates in or engages in relevant activities, completes his or her task, and achieves his or her goal. It means that if a student were motivated; extrinsic or intrinsic ones, he/ she would do their activities especially learning activities excitedly.

Intrinsic motivation comes from within the learner (Javid et.al, 2012). A student who is intrinsically driven is engaged in studying since it is something he enjoys doing. Furthermore, intrinsically motivated learners are more likely to succeed since they are more concerned with learning duties for the sake of learning rather than credentials or work opportunities (extrinsic). Intrinsic motivation, on the other hand, refers to a desire to engage in a rewarding and long-lasting activity (Aldosari, 2014). When learners are intrinsically driven to fulfill learning goals, motivation influences foreign language performance (Akhtar & Iqbal, 2017). The intrinsic motivation is usually higher when students are internally motivated to study (Loganathan & Khan, 2016). Students who are intrinsically driven have a strong desire to succeed and put in more effort than extrinsically motivated students (Abdelrahim & Humaida, 2012).

Extrinsically motivated learners, on the other hand, study for the sake of receiving a reward, such as an academic credential or a good job, (Dhaif-

Allah, 2005). When a student wants a measurable goal, he is extrinsically driven. However, according to Al-Mahrooqi & Denman (2014), many behaviors are both internally and extrinsically motivated. Students study hard because they are both enthralled by learning and comprehending a particular phenomenon (for example, a foreign language) and eager to succeed in the language course's exams (Al-mahrooqi, R & Denman, 2014). According to Aldosari (2014), extrinsic rewards and other external events that people perceive as driving their behavior will reduce intrinsic drive. If they are informational and positive, they will satisfy the want for competence and efficacy and so enhance intrinsic drive (Aldosari, 2014).

Motivation is a complicated concept with numerous theories and models. To comprehend the connected motivation, it is necessary to investigate the cause of human behavior and the changes it undergoes. Because the scope of research in this field is so broad, any research endeavor must have a strong emphasis. Student motivation is defined in the context of student motivation research as a collection of theory-based constructs such as interests, ambitions, self-efficacy, and qualities that form student motivation and influence academic outcomes motivation.

Recognizing the significance of motivation in promoting L2 learning, many kinds of research have been conducted in this field, each offering unique perspectives on motivation and its use in the classroom. Other researchers used many motivational ideas for L2 to examine the motivation of Taiwanese university students to study English. this study (Lai, 2013) used a survey research method, with 267 undergraduate science and technology majors taking part. The majority of them learn English for travel, instrumental, and integrative objectives, according to the results of this poll. Furthermore, most participants are motivated to learn English because it is their desired objective. According to this study, external pressure and the L2 self-factor of motivation have little effect on their desire to learn English. Regardless of whether he questioned "day" or "night" school students, there was no noticeable difference in their eagerness to learn. Attracting the learners' attention and directing their energy into learning is the most important aspect of motivation

In addition, Alizadeh, (2016) did another study in which he looked into the impact of motivation on English language learning. Through a review of some of the most significant research in the field, this study looked at the function of motivation in language learning. He discovered that learners' motivation fluctuates based on the circumstances in which they are learning a language. Furthermore, motivation plays an important influence in the development of language abilities. Motivation is a crucial aspect of learning a foreign language, and it is influenced by a variety of factors. Some EFL teachers overlook motivation when encouraging their students to study more.

Teachers can play an important role in encouraging students to acquire a second or foreign language. As EFL teachers, we should teach our students how to be motivated. Teachers should assist their students in finding inspiration in unexpected places and researching their motivational processes so that they can take advantage of them.

Loganathan et al (2016) investigated the impact of motivating factors and gender differences on learning English as a second language, with a focus on engineering students from rural areas. The findings demonstrated a considerable positive association between the desire to study English and the attitude toward learning English. The relationship between motivational intensity and attitude toward learning English was determined to be moderate. When comparing male and female students, there was a considerable positive link between integrative and instrumental orientation (Loganathan & Khan, 2016). Based on prior research, it can be determined that motivation is one of the most important qualities that students should possess to attain their learning objectives, which include learning English.

In line with the arguments, the researchers were interested to conduct research about the students' motivation in learning English, especially for non-English department students. This research was conducted at non-English Department of State Institute for Islamic Studies (IAIN) Kerinci. For those students, English was a compulsory subject that should be taken in order to fulfill their requirements to finish the study, and it was written in the curriculum of department. Thus, learning English will be something hard and more challenging for them rather than others subjects. Furthermore, this research also attempted to find out how well the students' English learning motivation is. Due to the gap described in the previous paragraphs, therefore, the research question of this study was as follows:

"How are the intrinsic and extrinsic motivations of non-English department students?"

METHOD

This study was a descriptive survey study. "Surveys gather data at a certain point in time intending to characterize the nature of current conditions, identifying standards against which existing conditions can be evaluated, or determining the correlations that exist between specific events," (Cohen et al., 2000). Related to this opinion, the researchers wanted to describe or figure out the existing condition of the students in terms of their motivation in learning English. The researchers used questionnaires to obtain the data, as Cohen (Cohen et al., 2000) stated that descriptive survey research gathering data from a large of people through self-report using questionnaires or interviews.

This research was carried out at the State Institute for Islamic Studies (IAIN) Kerinci. The aim was to find the data about students' motivation,

whether they have intrinsic motivation or intrinsic motivation in learning English. The populations of this research were non-English Department students and focused on the second-grade students of the Quran Science and interpretation study program (IAT). There were 34 students chosen to be the participants.

The researchers used questionnaire as the instrument of this research. The researchers adapted William and Burden's questionnaire (Dornyei, 2001). It consisted of twelve statements that revealed intrinsic and extrinsic motivation. For more detail, the statements presented in the following table:

Table 1. Intrinsic Motivations Statement

No	Intrinsic motivation	Strongly agree	agree	neutral	Disagree	Strongly disagree
1	I like English					
2	I enjoy the English class					
3	I want to be able to communicate in English					
4	I think learning English is easy					
5	I'd like to use the English that I have learned					
6	I think speaking in English is important nowadays					
7	I think speaking in English will help me to find a job					
8	I'm nervous when I answer or I given a presentation in English class					
9	I am somehow always anxious about English class					

Meanwhile, for extrinsic motivation statements presented in the following table:

Table 2. Extrinsic Motivations Statements

No	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10	My parents consider English is very important to learn					
11	I'm studying English because it's a compulsory subject in the university					

No	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
12	I get worried when I'm doing worse than my classmates in English class					

In collecting the data, the researchers administered the questionnaire to the students. The students should fill the respondent identity first and asked them to choose the categories provided related to the statements based on their condition in learning English. Their responses on the questionnaire were classified into intrinsic and extrinsic motivation.

After the questionnaire distributed to the students, the researchers calculated the score of the questionnaire. The researchers followed the Likert scale as seen in Table 3.

Table 3. The Score of Questionnaire

Optional	Scores
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Having gotten the score of each statement, the researchers got the data about the total students in choosing each category provided for each statement, and then the researcher calculated the mean score by using the formula:

$$M = \frac{\sum X}{N}$$

Where:

M : mean score

$\sum X$: the sum of all the score

N : total number of participant

After got the mean score, the researchers categorized the score based on the Likert scale to know the level of student's learning motivation. The interpretation of mean could be seen in table.4below:

Table 4. Standard of Mean

Mean of range	Interpretation
3.68- 5.00	High Degree of motivation
2.34- 3.67	A moderate degree of motivation
1.00-2.33	Low degree of motivation

FINDINGS

In this session, the researchers describe the students' motivation found in this research, whether they have intrinsic or extrinsic motivation in learning English. The researchers also describe the level of motivation that the students have in learning English. The data were collected from 34 participants who had filled the questionnaire about motivation in learning English. The questionnaire used was adopted from William and Buren's. It consisted of twelve statements divided into intrinsic and extrinsic motivation. The Questionnaire used was close-ended in the form of a Likert scale

Intrinsic motivation of non-English department students

There were 34 students participated in filling the questionnaire. In more detail, the data about students' questionnaire result in intrinsic motivation are presented in Table 5 as follows:

Table 5. Intrinsic Motivations Statements Result of Non-English Students

No	Intrinsic motivation	Strongly agree	agree	neutral	Disagree	Strongly disagree
1	I like English	23	10	1	0	0
2	I enjoy the English class	17	16	1	0	0
3	I want to be able to communicate in English	26	7	1	0	0
4	I think learning English is easy	3	13	11	7	0
5	I'd like to use the English that I have learned	15	10	9	0	0
6	I think speaking in English is important nowadays	18	15	1	0	0
7	I think speaking in English will help me to find a job	12	16	5	1	0
8	I'm nervous when I answer or I give a presentation in English class	8	14	10	2	0
9	I am somehow always anxious about English class	2	10	11	9	2

The table above revealed that they have good intrinsic motivation for studying English because the students who liked English strongly were more than the students who felt neutral. In addition, the student who did not like English was zero. It showed the students have good intrinsic motivation in learning English, although they were non- English department students.

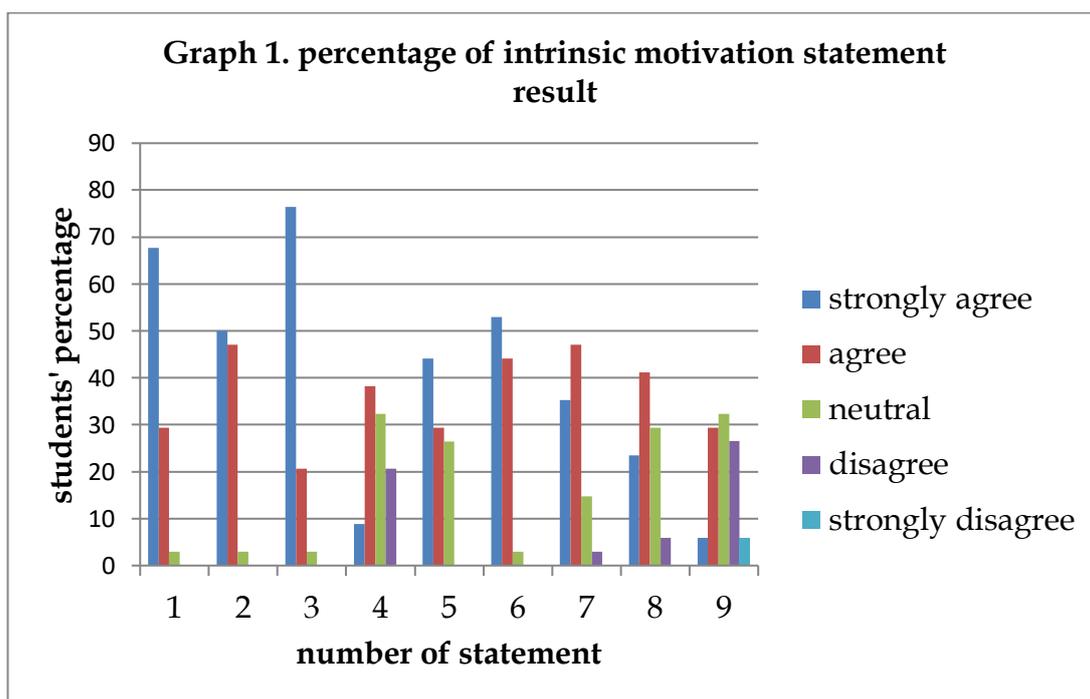
In line with this data, when a person is prompted, he or she has reasons for enticing inside the relevant sports, expends effort, endures inside the

sports, attends to the obligations, exhibits the desire to reap the goal, loves the activities, and so on (Gardner, 2006). Furthermore, the data also showed that 26 students who want to be able to communicate in English are considered very good intrinsic motivation.

Interestingly, the data also informed that the students like to use English that they have learned, the students agreed that speaking English is important nowadays, and will help them in finding a job later. It means that, most of the students have realized English was a foreign language that is used as an international language for all people in the world and they have known the utility of English as a foreign language for them.

The students also agreed that they were always anxious about English class, but the students who are not anxious and feel neutral about English class; although they came from non-English department students; were higher than the students who agree. A negative attitude appears when they answer or give a presentation in English class; the students felt nervous.

The data about students' percentage in choosing the statements related to intrinsic motivation could be seen in the following graph.



After getting the data for each statement, the researchers calculated the mean score of those statements to figure out their corresponding motivation level. The data were presented in Table 6 as follows:

Table 6. Intrinsic Motivations Level Results of Non-English Students

No	Intrinsic motivation	Mean	Rating of motivation level
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1	I like English	4.65	High
2	I enjoy the English class	4.47	High
3	I want to be able to communicate in English	4.73	High
4	I think learning English is easy	3.35	Moderate
5	I'd like to use the English that I have learned	4.18	High
6	I think speaking in English is important nowadays	4.50	High
7	I think speaking in English will help me to find a job	4.15	High
8	I'm nervous when I answer or I give a presentation in English class	3.82	High
9	I am somehow always anxious about English class	2.97	Moderate
	total	4.09	High

Table 6 revealed the data of the questionnaire related to students' intrinsic level of motivation in learning English. The total mean score of 4.09 informed that the students have high intrinsic motivation. In detail, from nine statements regarding intrinsic motivation, seven statements showed that the students have a high level of intrinsic motivation in learning English. For statements no. 1, (I like English) the mean score was 4.65, statement no.2 (I enjoy the English class) was 4.47 and statement no.3 (I want to be able to communicate in English) had a mean score of 4.73. Those statements proved that the students were at a high level of motivation in learning English. They began the learning by feeling like the English, enjoying the class, and then their goal was to be able to communicate by using English. The other statements revealed the students have high intrinsic motivations; namely I'd like to use the English that I have learned (4.18), I think speaking in English is important nowadays (4.50), and will help me to find a job (4.15), I'm nervous when I answer or I give a presentation in English class (3.82). Related to statements no.6 and 7, the students thought that English is important, and they can use it as a tool in finding a job for the future. They had known that becoming fluent in English is essential in finding a job nowadays.

Regarding other intrinsic motivation statements, two statements proved the students had a moderate level of motivation in learning English; statement no 4 (I think learning English is easy) and no 9 (I am somehow always anxious about English class). Both statements proved that learning English is quite difficult for them, so it influenced their motivation in learning, especially in learning English. Overall, related to students' intrinsic motivation, the students have a high degree level of intrinsic motivation. It was proved by the total mean score of intrinsic motivation statements which was about 4.09.

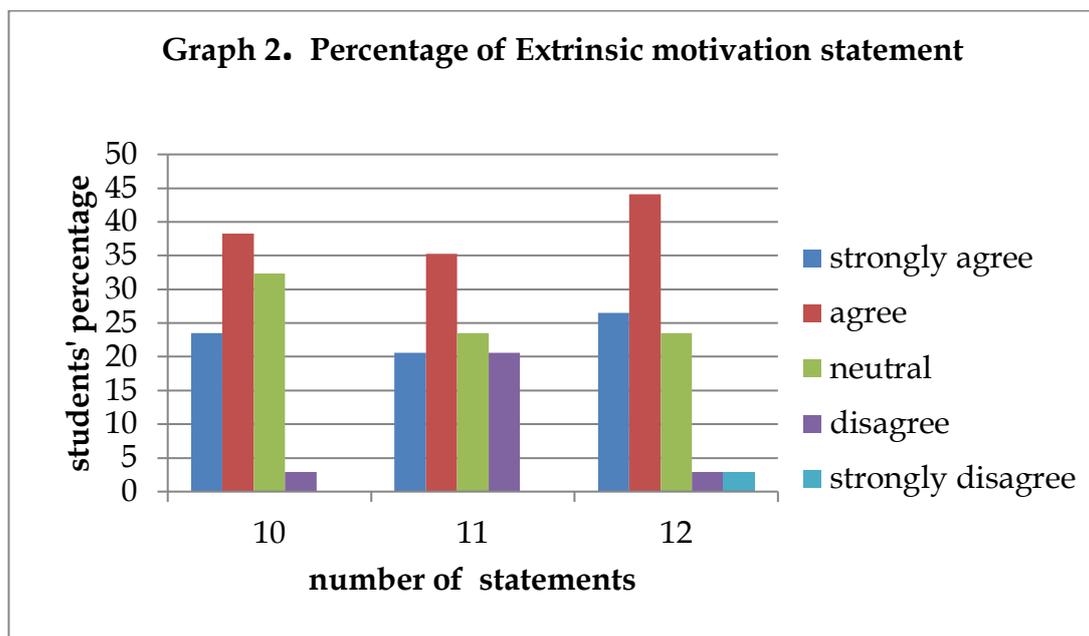
Extrinsic motivation of non-English department students

In line with extrinsic motivation statements, the data confirmed eight students (23.53 %) are strongly agree that their parents consider English is very

important to learn. There are 13 students (38.24 %) agreed that their parents consider English is very important to learn, and there was only one student (2.94%) who felt that his/her parents did not consider English is very important to learn. To sum up, the result of choosing this statement corresponded with the previous statements talking about intrinsic motivations, such as I like English, I enjoy the English class, and I think speaking English is important nowadays. The students got support from the outside of themselves; from their parents who had known the importance of English. It could be drawn that they had extrinsic motivation in learning English. In the tenth statement, "I am studying English because it is a compulsory subject in the university", 7 students (20.59 %) answered they strongly agreed to study English because it is a compulsory subject in the university. Then, 12 students or 35.29 % of them answered they agreed about the statement, and there were 7 students (20.59 %) who disagreed to study English because it is a compulsory subject in the university. Eventually, for the last statement of the questionnaire, 15 or (44.12 %) participants agreed they feel worried when doing worse than their classmates in English class. Meanwhile, the student who disagreed was one person (2.94%).

Table 7. Extrinsic Motivations Statements Results of Non-English Students

No	Extrinsic motivation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
10	My parents consider English is very important to learn	8	13	12	1	0
11	I'm studying English because it's a compulsory subject in the university	7	12	8	7	0
12	I get worried when I'm doing worse than my classmates in English class	9	15	8	1	1



Having gotten the result of student's answers for each statement, the researchers also calculated the mean score of each statement of extrinsic motivation, and got the data revealed in table8 as follows:

Table 8. Extrinsic Motivations Level Results for Non-English Students

No	Extrinsic motivation	Mean	Rating of motivation level
10	My parents consider English is very important to learn	3.74	High
11	I'm studying English because it's a compulsory subject in the university	3.56	Moderate
12	I get worried when I'm doing worse than my classmates in English class	3.88	High
Total		3.73	High

The data about extrinsic motivation in table8 showed that the students also had a high level of extrinsic motivation. The statements "**my parents consider English is very important to learn and I get worried when I'm doing worse than my classmates in English Class,**" revealed that level. The mean score of both statements were about 3.74 and 3.88 and for the statement "**I'm studying English because it's a compulsory subject in the university**", the students showed a moderate level of motivation which the mean score was 3.56. In general, the data about students' extrinsic motivation were in a high degree level of motivation (mean 3.73).

DISCUSSION

The data gotten revealed that the students are motivated in learning English. The students have both intrinsic and extrinsic motivation although they were non-English department students. They enjoy learning English because they have the pleasure or desire to study English. The students are motivated because of personal goals, interest, self-confidence and their self-efficacy. This finding were agreed upon the previous research conducted by Budiana & Djuwari, (2018); the result showed that there are two types of motivations owned by the students in learning English; intrinsic and intrinsic motivation. Almahroqi & Denman, (2014) also found that instrumental motivation is dominant among participants, while examples of both intrinsic and extrinsic motivation are almost equally apparent. Moreover, the research conducted by Daif-allah & Aljumah, (2020) also supported finding of this research that the university students are highly motivated to learning English, therefore, it suggest that motivation is an important factors that shapes learners' idea about foreign language learning.

However, this finding is different from previous research finding in terms of motivation result specifically. This research revealed that the students' intrinsic motivation is higher than students' extrinsic motivation in learning English. The data of this research informed that the students like English and want to be able to speak English. Implicitly, the data showed that they have a goal and self-confidence to learn English although they thought that English is not easy, and they were nervous when answer or give presentation in English class. Meanwhile, Javid et.al, (2012) reported that the participants of their study exhibited higher extrinsic motivational orientations with fairly high intrinsic orientations, because the students got more support from the outside. It was also supported by Lai, (2013) who did the research and found that that the majority of the participants studied English for travel, instrumental and integrative orientations.

This research has limitation in the depth topics and the participants included in the research. First, related to the results, it was limited on kinds of motivation that students have in learning English; it differ with the research did by Alizadeh, (2016); he looked into the impact of motivation on English language learning. Through a review of some of the most significant research in the field, this study looked at the function of motivation in language learning. He discovered that learners' motivation fluctuates based on the circumstances in which they are learning a language and plays an important influence in the development of language abilities. Additionally, Loganathan & Khan, (2016) investigated the impact of motivating factors and gender differences on learning English as a second language, with a focus on engineering students from rural areas. The findings demonstrated a considerable positive association between the desire to study English and the

attitude toward learning English. The relationship between motivational intensity and attitude toward learning English was determined to be moderate. When comparing male and female students, there was a considerable positive link between integrative and instrumental orientation.

Regarding to the second limitation was about the participant included in this research, namely 34 students from the Quran Science and interpretation study program (IAT). It also differs with the research conducted by Lai, (2013) who examines the motivation of 267 Taiwanese university students of undergraduate science and technology majors to study English. He found that most participants are motivated to learn English because it is their desired objective. According to this study, external pressure and the L2 self-factor of motivation have little effect on their desire to learn English.

Fortunately, besides the limitation stated, the finding of this research supports the curriculum of higher education mentioned previously; that students should have competences to gain national competitiveness. In order to achieve the goal of learning, the students should be motivated; either intrinsic or extrinsic side, because the key to successful learning is motivation (Brown, 2003). The students, who are motivated, have a favorable attitude toward school and view it as pleasant. Students who had strong motivation would find the easiness of study even though the materials were difficult to be learnt. On the other hand, the students who had low motivation would get bored and find difficulties in learning although the materials were so easy. Thus, learners' motivation plays a crucial part in learning English. In other words, the participants of this research who are non-English department students should be motivated to learn English in order to succeed in learning English.

CONCLUSION

After conducting the research, the researchers got the data that students of the Quran Science and interpretation study program (IAT) have both intrinsic and extrinsic motivation in learning English. The data showed that the students have a high level of both motivations. For intrinsic motivations level, the students were at a high level with a total mean score of 4.09, and for extrinsic motivation, the total mean score was 3.97, and it showed a high level of motivation. Thus, the students' intrinsic motivation in learning English was higher than extrinsic motivation, although they came from non-English department students. Regarding the result of this research, future researchers are expected to conduct depth research related to this topic. Moreover, the English lecturers who teach the students from the non-English department who are motivated should have good techniques and methods in teaching them, in the order they can achieve their goals in learning English.

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THE AUTHORS

Yelni Erniyati is a lecturer at undergraduate of English Education Study Program, Faculty of Teacher Training and Education, IAIN Kerinci. Her research interests on English language teaching, Linguistics and literature.

Pristian Hadi Putra is a lecturer at undergraduate of Islamic Education Study Program, Faculty of Teacher Training and Education IAIN Kerinci. His research interests on education.

APPENDIX 1

Questionnaire of Motivation

Respondent identity

Name :

NIM :

Department :

Choose one of the options that related to your condition!

No	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I like English					
2	I enjoy the English class					
3	I want to be able to communicate in English					
4	I think learning English is easy					
5	I'd like to use the English that I have learned					
6	I think speaking in English is important nowadays					
7	I think speaking in English will help me to find a job					
8	I'm nervous when I answer or I give a presentation in English class					
9	I am somehow always anxious about English class					
10	My parents consider English is very important to learn					
11	I'm studying English because it's a compulsory subject in the university					
12	I get worried when I am doing worse than my classmates in English Class.					