MOTIVATION TYPES
AMONG EFL COLLEGE STUDENTS:
INSIGHTS FROM AN INDONESIAN CONTEXT

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ABSTRACT

Penelitian ini dilakukan untuk mengetahui jenis motivasi yang dimiliki oleh mahasiswa Universitas Kristen Maranatha dalam belajar bahasa Inggris dalam kaitannya dengan program studi dan kemampuan berbahasa yang diinginkan oleh mahasiswa. Penelitian dilakukan dengan menggunakan metode penelitian kuantitatif kausal. Populasi dalam penelitian ini adalah 368 mahasiswa/i Universitas Kristen Maranatha yang tersebar dalam 4 program studi: Manajemen, Sastra Inggris, Teknonogi Informasi, dan Teknik Industri. Instrumen yang digunakan untuk mengambil data adalah melalui kuesioner. Hasil analisis data menunjukkan 3 hal: mayoritas mahasiswa Universitas Kristen Maranatha mempunyai motivasi yang tinggi dalam belajar bahasa Inggris dengan motivasi instrumental lebih besar dari motivasi integratif; tidak terdapat perbedaan jenis motivasi yang signifikan di antara mahasiswa dalam 4 program studi yang berbeda; dan selain adanya keterkaitan antara motivasi integratif dan instrumental, terdapat pula korelasi antara jenis motivasi yang ditunjukkan dan kemampuan berbahasa yang diinginkan oleh mahasiswa. Untuk meningkatkan motivasi integratif mahasiswa, perlu adanya pembaharuan bahan ajar dengan memasukkan unsur budaya, dan penggunaan teknik mengajar yang lebih komunikatif.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

It is undeniable that English is now the world's most widely spoken foreign language in the world. English is used as the medium of communication, both for doing business and for academic purposes. Not only are more schools opening international programmes, but universities are also now open for international students. Furthermore, the more intense use of the Internet as a source for information which is dominated by materials in English also opens people's eyes that English is a very important language to master. In addition, most of the publications are nowadays are in English (Graddol, 1997); therefore, English is an important language to master as most of the world's knowledge is reserved in English (Crystal, 1997).

Maranatha Christian University (MCU) as one of the leading universities in Bandung is aware of the trend. Thus, in the curriculum of every department in the university, English occupies the position as a compulsory subject for the early semester students. This is to help students to have a firm ground for gaining the content knowledge of their majors, as many textbooks that they are using in their studies are written in English.

A different treatment for English is carried out in the English Department. As the name suggests, in this department English is the major. The students studying in the department have English as the medium of instruction and English

language, literature and linguistics as the content knowledge. In other words, their exposure to the language is more intense than those studying in the other departments.

Even though English is considered important in MCU, there has been no research showing how motivated the students are in learning it. The researchers in this study believe that it is important to find this out as learners' motivation plays an essential role in language acquisition, which in the end can also influence students' success in mastering the content knowledge of the subjects they are majoring in. There is no doubt that motivation is a very important force in second language (L2) acquisition, so that L2 proficiency is largely determined by how motivated the students are when learning the language (Ellis, 1994).

In recent years, many studies have pointed out that learning a second language in a foreign setting involves different types of motivation. Literature about motivation shows that there are several classifications of the types of motivation. However, Gardner's motivation theory has become the most dominant in research about L2 motivation (Carreira, 2005). In the theory, Gardner and Lambert (1972) classifies motivation as having integrative and instrumental nature. The integrative motivation is seen as a desire to communicate and become similar to members of the L2 community, whereas the instrumental motivation is seen as the desire to learn the L2 for pragmatic gains such as getting a better job.

Some previous researches about motivation in foreign language classes show that different cultural and social contexts contribute greatly to the different types of motivation foreign language students have. Dörnyei's study (1994) shows that when students have limited or no experience with the target community, they

become more instrumentally motivated, as their desire to be integrated with people of the target community is little. His study to EFL students in Hungary, which he describes as a "unicultural society", shows that the instrumental motivation is high among the students. A similar case also happens to EFL learning in Japan (Chihara & Oller, 1978). Students who voluntarily register to an English course and pay for the fee are also more instrumentally motivated (Schmidt, Boraie & Kassabgy, 1996). Different motivation is also influenced by the social setting, in which students coming from developing countries are more instrumentally motivated (Svanes, 1987).

However, studies on motivation show that students performing better proficiency are those who are more integratively motivated (Oller, Hudson & Liu, 1977, Svanes, 1987, Dörnyei, 1990). Students coming from European and American countries show high integrative motivation when they study a foreign language. This is because of the luxury they have as people from the well-developed, leading countries, so that when they learn a foreign language it is because they want to go the country speaking the language and they may have the intention to stay there for some period of time.

Moreover, different materials given in class are also a factor that determines the type of motivation among EFL learners. A study conducted by Greer (1996) shows that when the textbooks and teaching techniques used in class provide more opportunities for conversation practice, more than half of the students he surveys show good integrative motivation.

Dörnyei's study (1990) also shows that the level of the students' proficiency may result in different kinds of motivation. Instrumentally motivated

students are those coming from the level of proficiency that is lower than intermediate, whereas those showing higher level of proficiency are usually more integratively motivated.

MCU students come from various social and cultural backgrounds. Besides, they have different experiences with English from their previous education. Therefore, the present study attempts to investigate the types of motivation that college students in MCU display and the variation in motivation trends due to the field of study and the students' desired level of proficiency. To investigate the phenomenon, a questionnaire is distributed to 400 participants of the study, who are students majoring in Management, English Literature, Information Technology, and Industrial Engineering at MCU. The participants are those taking English classes in their departments in the even semester, in the academic year 2010/2011.

By doing the study, the motivation patterns and differences among MCU students can be identified. Thus, it is hoped that the findings from the study can be valuable information for teachers teaching English at MCU to adjust their teaching materials and techniques to suit the students' motivation types so that the EFL learning at MCU can be of great benefit for the students.

1.2 Statement of the problem

The research questions pertaining to this study are stated as follows:

1. What are the motivation patterns displayed by EFL college students at MCU?

2. What is the significant difference in the motivation types among Management, English Literature, Information Technology, and Industrial Engineering majors at MCU?

3. What is the correlation between the students' desired level of proficiency and the type of motivation they display?

1.3 Purpose of the study

Based on the statement of the problem, the purposes of the study are as follows:

1. To show the motivation patterns displayed by EFL college students at MCU.

2. To show the significant difference in the motivation types among Management, English Literature, Information Technology, and Industrial Engineering majors at MCU.

3. To show the correlation between the students' desired level of proficiency and the type of motivation they display.

CHAPTER TWO

METHODOLOGY

2.1 Participants

A total of 368 undergraduate students, of the age ranging from 18 until 30 years old are involved in the survey. There are 162 males and 206 females. The participants of the study are majoring in Management (141), English Literature (114), Information Technology (49), and Industrial Engineering (64). Most of them are the second and fourth semester students.

Table 1. The participants' data

Pilot study			
Age	18-30 years old		
		Frequency	Percentage
Major			
	Management	141	38.32
	English Literature	114	30.98
	Information Technology	49	13.31
	Industrial Engineering	64	17.39
Gender			
	Female	206	55.98
	Male	162	44.02
Semester			
	10-12	4	1.09
	6-8	65	17.66
	2-4	299	81.25
	Total	368	

2.2 Instrument

This study employs a questionnaire to gain data. According to Park (1997, p. 212), self-report questionnaires "can provide information from a large population, and the information can be compared and interpreted objectively through statistical data analysis." Furthermore, Oxford and Burry-Stock (1995) state that such techniques of data collection are easy and quick for administration, cost-effectiveness, and non-threatening for the participants. The questionnaire used is written in Indonesian in order to be more understood by the participants. It is divided into two parts. The first part contains 8 questions about the participants' demographic information and English learning and experience. The second part consists of questions taken from the motivation questionnaire which Liu adopted from the questionnaire of Gardner (1985) and Clèment, Dörnyei & Noels (1994). There are 8 items that are not included in this study as they are considered not suitable for the participants. The motivation questionnaire only contains two parts: integrative motivation (Intrm) (items 1-14) and instrumental motivation (Instm) (items 15-30). In addition, items 5, 7, 12, and 13 are modified to make them more appropriate for the respondents. Furthermore, the following explanation is how to analyse the score of students' motivation which is adapted from Liu's paper (2007).

Table 2. Motivation score

Motivation	Total Score	Interpretation
Integrative	> 56	The respondent is strongly integratively motivated to learn English.
	42-56	The respondent has moderate integrative orientation.
	< 42	The respondent has no/little integrative orientation.
Instrumental	> 64	The respondent is strongly instrumentally motivated.
	48-64	The respondent has moderate instrumental motivation.
	< 48	The respondent has no/little instrumental motivation.
Integrative and instrumental	> 120	The respondent is strongly motivated.
	90-120	The respondent has moderate motivation.
	< 90	The respondent has no/little motivation.

2.3 Data collection procedure

The data collection of this study is begun by sending 400 questionnaires to 9 English teachers in the English Department, the Management Department, the Information Technology Department, and the Industrial Engineering department. There are 368 questionnaires returned. The data are then analyzed using the literature review.

2.4 Statistical treatment

There are two kinds of statistical analysis employed. The first one is a descriptive measure involving computation of means and standard deviation of the variables to answer the research questions mentioned in the Introduction. The second is Pearson's correlation. It is used to assess the relationship between some variables.

CHAPTER THREE

RESULTS AND DISCUSSION

3.1 Motivation types

This section is aimed to present the result and discussion to answer research question number one, which is: What are the motivation patterns displayed by EFL college students at Maranatha Christian University?

Table 3 shows the motivation types of EFL college students at Maranatha Christian University. The finding reveals that the majority of the students are strongly motivated in learning English with the total score of 150 (Please see Table 2 for the classification of motivation score).

Table 3. Motivation types of MCU EFL students

Motivation	Min	Max	Mean	Std. Deviation
Integrative	33	70	52.97	6.63
Instrumental	41	80	64.30	6.92
Total	74	150	**117.27**	-

Although the difference between the integrative motivation and the instrumental motivation is also not significant, it can be noticed that most of the participants are more instrumentally motivated than integratively motivated. It seems that the participants show more interest in making English as their second language for practical benefits such as for their future careers and studies. The

following discussion about the five most dominant and the five least dominant motivations will give a clearer description.

Table 4. Five most dominant motivation items

No	Item	Statement	Mean	Stdv
1	Instm16	Studying English can be important for me because I may need it later (e.g. for job, studies).	4.70	0.54
2	Intrm1	Studying English can be important for me because I would like to meet foreigners with whom I can speak English.	4.57	0.59
3	Instm15	Studying English can be important for me because it will make me a more knowledgeable person.	4.43	0.65
4	Intrm10	Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.	4.39	4.39
5	Instm18	Studying English can be important for me because I will be able to search for information and materials in English on the internet.	4.38	0.80

Legend:
Instm= Instrumental motivation
Intrm= Integrative motivation

Table 4 presents the five most dominant motivation items of MCU participants. The list is dominated by instrumental motivation items and the highest mean is gained by an instrumental motivation item, that is, Instm16 (mean=4.70) which refers to the importance of studying for job or studies. It seems that the participants are generally aware of the fact that studying English is important for their future careers and studies. In other words, they have already thought of what they are going to do when later they graduate from college. The participants are also motivated to learn English for making themselves a more knowledgeable person and searching information and materials in English in the Internet. It

implies that they are quite familiar with the Internet. This might be due to the fact that since the school curriculum is made to be competency-based, students are encouraged to be active learners, who are often given assignments that oblige them to search for information in the Internet, most of which is in English. In addition, according to Crystal (1997), English has been acknowledged as the medium of a large amount of the world's knowledge, and it is also the most popular language in publication (Graddol, 1997). In other words, English has an important role in education for many people including the participants of this study.

Moreover, the result of the questionnaire shows that the participants are also integratively motivated. The participants think that studying English can be important for them because they would like to meet foreigners (item1) and can keep in touch with their foreign friends and acquaintances (item10). The mean scores of the items mentioned are more than 4.30. It implies that they want to know more about the other speakers of the target language and their culture. As mentioned by Gardner (1976), integrative motivation is associated with interest in the target language itself and the desire to interact with the target community.

Table 5. Five least dominant motivation items

No	Item	Statement	Mean	Stdv
26	Intrm13	I like British people because they are so independent.	3.46	0.90
27	Intrm11	I would like to know more about American people.	3.32	3.32
28	Intrm12	I am interested in knowing American culture.	3.31	0.85
29	Intrm8	The more I learn about British, the more I like them.	3.21	0.84
30	Instm26	Studying English is important to me because without it one cannot be successful in any field.	2.81	0.99

Legend:

Instm= Instrumental motivation
Intrm= Integrative motivation

Table 5 shows five least dominant motivation items. The list is dominated by items of integrative motivation. It consists of 4 integrative motivation items and only 1 instrumental motivation item. The four least dominant integrative motivation items are about the participants' feeling about British people who are considered to be so independent and their interest in knowing American people and culture. The findings suggest that the participants have little interest in knowing British and American people. The participants also show disagreement with the statement that studying English is important because without it one cannot be successful in any field (Instm26). It suggests that the students' perception of success is varied and thus, their keys to success are also o various standards. This might make them think that having English competence only is not enough for them to be successful.

Based on the findings, the participants are both instrumentally and integratively motivated to learn English. They are aware of the importance of English as the world's lingua franca but have a slight interest in knowing more about British and American people and culture. Moreover, they strongly agree that English is needed to support their studies and future careers, and show a great desire to use English as a means of communicating with foreigners.

3.2 Motivation among different majors

This section deals with the result and discussion to answer research question number 2, which is: What Is the significant difference in motivation types

among Management, English Literature, Information Technology, and Industrial Engineering majors at Maranatha Christian University?

Table 6. Integrative motivation types of MCU EFL students

Major	Min	Max	Mean	Std. Deviation
Management	35	66	52.99	6.34
English Literature	36	70	55.26	8.83
Information Engineering	39	63	50.57	5.92
Industrial Engineering	33	68	50.67	6.1

Table 6 shows that the four different majors share similar scores for integrative motivation (mean= 50.57- 55.26). The finding implies that there is no significant difference in integrative motivation among students in four different majors. However, one can notice that the integrative motivation of the participants majoring in English Literature is the highest of all. As mentioned before, the students in this major learn English language, culture, literature and linguistics; thus, they are supposed to have a closer distance with the language as their exposure to the language is quite intense. In other words, the result is as expected.

The participants majoring in Management, Industrial Engineering, and Information Technology display lower integrative motivation than English Literature students. The finding can be justified from the characteristic of the English course itself. In the Management, Industrial Engineering, and Information Technology departments, English is given 2 times 50 minutes per week for one or two semesters and it is a compulsory subject. The students take this subject because they are required or obliged to do so. Besides, the students are only

exposed to the target language in the classroom context so that they have a limited opportunity to practice their English.

Table 7. Instrumental motivation types of MCU EFL students

Major	Min	Max	Mean	Std. Deviation
Management	41	80	64.69	7.14
English Literature	49	80	64.79	7.25
Information Engineering	52	77	62.71	6.25
Industrial Engineering	41	77	63.81	6.24

Table 7 shows that the four different majors share similar scores for instrumental motivation (mean= 62.71- 64.79). One can assume that there is no significant difference in instrumental motivation among the students in the four different majors. The students of each major have strong motivation in learning English. As it has been stated before, the participants in this study are mostly second and fourth semester students. Therefore, one can assume that although they just have started their college life, they have already thought of the pragmatic benefits of using the target language they are learning. They have thought of career choices or the need to be concerned with making a living.

Table 8. Five dominant motivation items for each major

No.	English Literature	Management	Industrial Engineering	Information Technology
1	Instm16 4.78	Instm16 4.65	Instm16 4.63	Instm16 4.76
2	Intrm1 4.66	Intrm1 4.52	Intrm1 4.55	Intrm1 4.55
3	Instm25 4.47	Instm15 4.43	Instm15 4.45	Instm18 4.49
4	Instm15 4.46	Intrm10 4.38	Intrm10 4.36	Intrm10 4.39
5	Intrm10 4.42	Instm18 4.34	Instm18 4.31	Instm15 4.35

It is shown in Table 8, instrumental motivation items are more dominating and the first two most dominant motivation items are all the same. They are Instm16 (Studying English can be important for me because I may need it later e.g., for job, studies) and Intrm1 (Studying English can be important for me because I would like to meet foreigners with whom I can speak English.). The findings suggest that although the participants are still in their freshmen year, they have thought about their future and they have a desire to meet foreigners to apply what they have learned in their English classes. The word "foreigner" in item 1 may refer to English native speakers or non-native English speakers. Kramsch (1998) states that the vast majority of non-native speakers of English are not learning English to communicate with native speakers of English but they aim at using it to communicate with other non-native speakers for example, those from Japan and Korea, France and Germany, Finland and Sweden. Similar to Kramsch's statement, Gordon Wu of Hong Kong's Hopewell Holdings also mentions that, "English is no longer some colonial language. It is the means [by which] we in Asia communicate with the world and one another." (Wu, 2000, as cited in Kirkpatrick, 2000, p.1). Therefore, it is possible that the current participants learn English so that they can communicate with other people come from the neighbour countries who are not native speakers of English such as people from Thailand, Singapore, Malaysia, or the Philippines.

Table 9. Five least dominant motivation items for each major

No.	English Literature		Management		Industrial Engineering		Information Technology	
26	Intrm7	3.29	Intrm14	3.05	Intrm14	3.17	Intrm14	3.37
27	Intrm13	2.58	Intrm8	2.77	Intrm12	2.98	Intrm11	3.14
28	Instm23	2.46	Intrm11	2.77	Intrm8	2.97	Intrm12	2.96
29	Intrm8	2.42	Intrm12	2.77	Intrm11	2.92	Intrm8	2.86
30	Instm26	2.39	Intrm26	2.63	Instrm26	2.71	Instrm26	2.66

Table 9 shows the five least dominant motivation items. The participants from Management, Industrial Engineering and Information Technology departments have similar least dominant motivation items; however, the arrangement of the items is slightly different. The more or less same learning situation might contribute to this similarity. The fact that in the three majors English is treated the same, as an additional subject, and the three majors share the same teachers and use the same textbooks, explains why the students share similar type of motivation. However, three least dominant motivation items of English Literature participants are different from the other participants. The possible reason might be the nature of their course which is really different. Despite the difference, all the participants show disagreement with Instm 26 (Studying English is important to me because without it one cannot be successful in any field). The finding implies that although the participants think English is important for their future careers and studies, they also think that it is not the only key to success.

3.3 Motivation and the students' desired proficiency

This section presents the result and discussion to answer research question number 3, which is: What is the correlation between the students' desired proficiency and the type of motivation they display?

Table 10 shows the correlation between variables used in the study. It can be noticed that both instrumental and integrative motivations are related to each other. The result indicates that the students' integrative motivation will increase as their instrumental motivation increases, too. Moreover, both integrative and instrumental motivations have a correlation with some variables (list, speak, read, write, and goal). These variables have a significant relationship with one another (*with coefficients range .112, p<.05 - .751, p<.01*). The highest correlation is found between read and g*oal* (*r=751*) and the lowest correlation is found between intrm and speak (*r=112*). Instrumental motivation has no correlation with both speaking and reading scores. The findings suggest that the students' instrumental motivation cannot be used to determine the students' perceived score in speaking and reading.

Table 10   Correlation between variables used

	INTRM	INSTM	LIST	SPEAK	READ	WRITE	WISH
INTRM	1	.616(**)	.138(**)	.112(*)	.162(**)	.143(**)	.190(**)
INSTM	.	1	.163(**)	.099	.090	.118(*)	.162(**)
LIST			1	.456(**)	.392(**)	.282(**)	.735(**)
SPEAK				1	.397(**)	.317(**)	.739(**)
READ					1	.419(**)	.751(**)
WRITE						1	.694(**)
WISH							1

**Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

CHAPTER FOUR

CONCLUSION AND SUGGESTION

Based on the findings discussed in the previous section, some concluding points can be drawn. As expected finding from the study shows that the majority of EFL college students at MCU have strong motivation in learning English. They are more instrumentally motivated than integratively motivated. Although the participants of this research are mostly in their freshmen year, they are strongly motivated to learn English for their future (job/career/further study). This finding implies that current Asian EFL learners tend to be more instrumentally motivated. Moreover, the fact that the participants of the study are not very integratively motivated may lead to a not-so-high level of English proficiency, as those with integrative motivation are usually more proficient in the foreign language learnt and the finding seems to support Dörnyei's statement that learners showing a higher level of proficiency are usually more integratively motivated.

Another finding from the research is that there is no significant difference in both the integrative and instrumental motivation among the students in the four different majors, Management, English Literature, Information Technology, and Industrial Engineering. The fact that the participants of the study share similar demography may lead to the present result of the research. As most of the participants are freshmen, they are still of the similar level in the process of getting along with college life. This makes them have more or less the same perception of what studying in college should be, and this is their main concern at the moment,

not what they want to be when they finish college. Thus, should there be another research involving the types of motivation of other subjects, the result will not be much different.

The third finding is that both instrumental and integrative motivations are related to each and they are also correlated with other variables. The result indicates that the students' integrative motivation will increase as their instrumental motivation increases, too. The highest correlation is found between read and g*oal* (*r=751*) and the lowest correlation is found between integrative motivation and speak (*r=112*). Surprisingly, instrumental motivation has no correlation with both speaking and reading score. The findings suggest that students' instrumental -motivation cannot be used to determine students' perceived score in speaking and reading.

Judging from the participants' moderate integrative motivation, two assumptions can be drawn on what might be the cause. First, the students think that to be able to reach the English competence as that of an English native speaker is impossible, but the teachers are still focusing to achieve this. Another assumption is that the teachers do not really introduce the cultures in their teaching so that the students have no idea of the English culture, let alone having the desire to be acculturated with the English-speaking people. In response to these, there is still a need to raise students' awareness of the importance of culture in their language learning in order to help them increase their integrative motivation as well as making them a more successful English user. Some material on culture should also be included in the teaching material, so that the students can be more familiar with the culture of the English-speaking people. It is also advisable that the learning

culture includes participants' culture. McKay (2002) emphasises the use of materials that include the learners' culture, the target culture, and international culture. She states that "the materials should be used in such a way that students are encouraged to reflect on their own culture in relation to others, thus helping to establish a sphere of interculturality" (p. 100). By doing so, it is hoped that the motivation of EFL learners at MCU can be increased so that their English proficiency can also be improved, which will then be a significant factor for their success in their studies.

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APPENDICES

1. Questionnaire (in Indonesian)

KUESIONER

Kuesioner ini disebarkan guna mengumpulkan informasi tentang motivasi dan demotivasi mahasiswa dalam mempelajari bahasa Inggris sebagai bahasa asing. Kami sangat berterima kasih atas kesediaan Sdr/i. melengkapi kuesioner ini.

1. Nama: _____

2. NRP : _____

3. Jenis kelamin: Pria/Wanita

4. Umur: _____ tahun

5. Program Studi: _____

6. Semester: _____

7. Pernah mengunjungi negara berbahasa Inggris? Ya/Tidak

8. Jika ya, negara mana dan berapa lama? _____

9. Orang tua berbahasa Inggris? Ibu: Ya/Tidak   Ayah: Ya/Tidak

10. Jika ya, di mana mereka biasa berbahasa Inggris (di rumah, di tempat kerja, dengan teman, dll.) Ibu _____   Ayah

   _____

11. Apakah anda menggunakan bahasa Inggris di luar pelajaran? Ya/Tidak

12. Jika ya, di mana dan dengan siapa? _____

BAGIAN A . Bacalah pernyataan di bawah ini, dan berdasarkan situasi terakhir anda, pilihlah salah satu tanggapan dengan memberi tanda silang (X) pada kolom yang tersedia.

No.	Pernyataan	Sangat setuju	Setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju
1.	Belajar bahasa Inggris bisa jadi penting bagi saya karena saya ingin dapat berbahasa Inggris dengan orang-orang asing.	1	2	3	4	5

No.		1	2	3	4	5
2.	. . . karena akan membuat saya mampu memahami dan menghargai seni dan sastra Inggris dengan lebih baik.	1	2	3	4	5
3.	. . . karena saya akan bisa berpartisipasi lebih bebas dalam kegiatan-kegiatan kelompok berbahasa Inggris.	1	2	3	4	5
4.	Penting bagi saya untuk mengetahui bahasa Inggris agar mengetahui kehidupan bangsa-bangsa yang menggunakan bahasa Inggris.	1	2	3	4	5
5.	Saya tertarik mengenal kebudayaan Inggris.	1	2	3	4	5
6.	Belajar bahasa Inggris penting bagi saya sehingga saya dapat mengerti musik pop berbahasa Inggris.	1	2	3	4	5
7.	Saya suka orang-orang Amerika karena mereka sangat mandiri.	1	2	3	4	5
8.	Makin banyak saya mempelajari tentang orang Inggris, saya makin menyukai mereka.	1	2	3	4	5
9.	Belajar bahasa Inggris penting bagi saya karena akan membuat saya mengenal bermacam-macam kebudayaan dan orang.	1	2	3	4	5
10.	Belajar bahasa Inggris penting bagi saya sehingga saya dapat tetap menjalin hubungan dengan teman/kenalan dari luar negeri.	1	2	3	4	5
11.	Saya ingin mengetahui lebih banyak tentang orang-orang Amerika.	1	2	3	4	5
12.	Saya tertarik untuk mengenal kebudayaan Amerika.	1	2	3	4	5
13.	Saya suka orang-orang Inggris karena mereka sangat mandiri.	1	2	3	4	5
14.	Saya ingin mengetahui lebih banyak tentang orang-orang Inggris.	1	2	3	4	5
15.	Belajar bahasa Inggris bisa menjadi penting bagi saya karena akan menjadikan saya orang yang lebih berpengetahuan.	1	2	3	4	5
16.	. . . karena saya mungkin memerlukannya kelak (mis. dalam pekerjaan, kuliah)	1	2	3	4	5

17.	. . . karena orang lain akan lebih menghargai saya apabila saya mempunyai pengetahuan tentang bahasa asing.	1	2	3	4	5
18.	. . . karena saya akan bisa mencari informasi dan bahan berbahasa Inggris di Internet.	1	2	3	4	5
19.	. . . karena saya akan belajar lebih banyak tentang apa yang sedang terjadi di dunia.	1	2	3	4	5
20.	. . . karena belajar bahasa membuat saya merasa berhasil.	1	2	3	4	5
21.	. . . karena belajar bahasa asing sering membuat saya bahagia.	1	2	3	4	5
22.	. . . karena memberikan kegiatan intelektual yang menarik.	1	2	3	4	5
23.	. . . karena menawarkan tantangan baru dalam hidup saya yang telah menjadi sedikit monoton.	1	2	3	4	5
24.	. . . karena seseorang yang terpelajar seharusnya mampu berbahasa Inggris.	1	2	3	4	5
25.	. . . karena saya dapat mengerti film/video/TV atau radio berbahasa Inggris.	1	2	3	4	5
26.	. . . karena tanpa itu seseorang tidak dapat berhasil dalam bidang apapun.	1	2	3	4	5
27.	. . . karena akan membuat saya mengenal orang-orang baru dari bagian yang berbeda di bumi ini.	1	2	3	4	5
28.	. . . karena akan membuat saya belajar banyak tentang dunia dalam bahasa Inggris.	1	2	3	4	5
29.	. . . sehingga saya dapat membaca buku-buku berbahasa Inggris.	1	2	3	4	5
30.	Penting bagi saya untuk mempelajari bahasa Inggris supaya dapat memahami lebih banyak perilaku dan masalah-masalah dari bangsa-bangsa yang berbahasa Inggris.	1	2	3	4	5

BAGIAN B: Bahasa Inggris Umum

Bagian ini berkaitan dengan tingkat kemahiran bahasa Inggris anda secara umum. Berilah tanda silang (X) pada kolom yang paling cocok.

Pernyataan	Baik	Cukup	Kurang
Pemahaman bahasa Inggris lisan			
Kemahiran berbicara dalam bahasa Inggris			
Kemahiran membaca dalam bahasa Inggris			
Kemahiran menulis dalam bahasa Inggris			

Tingkat kemahiran yang anda inginkan _____

2. Questionnaire (in English)

Questionnaire

This questionnaire is distributed to gain information about students' motivation and demotivation in learning English as a foreign language. I would appreciate it if you could complete this questionnaire, which should take approximately 30 minutes.

1. Name : _____
2. NRP/students number: _____
3. Gender: female or male
4. Age: _____
5. Semester::_____
6. Major : _____
7. Have you ever visited an English speaking country? Yes ___ No ___
8. If yes, where was it and how long did you stay there?
9. Do your parents speak English?
Mother Yes ___ No ___
Father Yes ___ No ___
10. If yes, where do they speak English (at home, work, with friends, etc.)
Mother _____ Father _____
Do you use English outside class? Yes ___ No ____
If yes, where and with whom? _____

PART A. READ THE ITEM, AND BASED ON YOUR CURRENT SITUATION, CHOOSE A RESPONSE (1 through 5) by putting a cross (X) in one of the boxes of each statement:

No	Statement	Strongly Agree	Agree	Neither Agree Or disagree	Disagree	Strongly Disagree
1	Studying English can be important for me because I would like to meet foreigners with whom I can speak English.	1	2	3	4	5
2	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	1	2	3	4	5
3	Studying English can be important for me because I will be able to participate more freely in the activities of English groups.	1	2	3	4	5
4	It is important for me to know English in order to know English the life of the English-speaking nations.	1	2	3	4	5
5	I am interested in knowing British culture.	1	2	3	4	5
6	Studying English is important to me so that I can under-stand English pop music.	1	2	3	4	5
7	I like American people because they are so independent.	1	2	3	4	5
8	The more I learn about British, the more I like them.	1	2	3	4	5
9	Studying English is important to me because it will enable me to get know various cultures and people.	1	2	3	4	5
10	Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.	1	2	3	4	5
11	I would like to know more about American people.	1	2	3	4	5

12	I am interested in knowing American culture.	1	2	3	4	5
13	I like British people because they are so independent.	1	2	3	4	5
14	I would like to know more British people.	1	2	3	4	5
15	Studying English can be important for me because it will make me a more knowledgeable person.	1	2	3	4	5
16	Studying English can be important for me because I may need it later (e.g., for job, studies)	1	2	3	4	5
17	Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language	1	2	3	4	5
18	Studying English can be important for me because I will be able to search for information and materials in English on the internet.	1	2	3	4	5
19	Studying English can be important for me because I will learn more about what's happening in the world.	1	2	3	4	5
20	Studying English can be important for me because language learning often gives me a feeling of success.	1	2	3	4	5
21	Studying English can be important for me because language learning often makes me happy.	1	2	3	4	5
22	Studying English is important to me because it provides an interesting intellectual activity.	1	2	3	4	5
23	Studying English is important to me because it offers a new challenge in my life which has otherwise become a bit monotonous.	1	2	3	4	5
24	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5

25	Studying English is important to me because I can understand English-speaking films, videos, TV or radio.	1	2	3	4	5
26	Studying English is important to me because without it one cannot be successful in any field.	1	2	3	4	5
27	Studying English is important to me because it will enable me to get know new people from different part of the world.	1	2	3	4	5
28	Studying English is important to me because it will enable me to learn more about the English world.	1	2	3	4	5
29	Studying English is important to me so that I can read English books.	1	2	3	4	5
30	It is important for me to know English in order to better understand the English-speaking nations' behaviour and problems.	1	2	3	4	5

3. List of Motivation Score

NO	ITEM	MEAN	STATEMENT
1	16	4.70	Studying English can be important for me because I may need it later (e.g., for job, studies)
2	1	4.57	Studying English can be important for me because I would like to meet foreigners with whom I can speak English.
3	15	4.43	Studying English can be important for me because it will make me a more knowledgeable person.
4	10	4.39	Studying English is important to me so that I can keep in touch with foreign friends and acquaintances.
5	18	4.38	Studying English can be important for me because I will be able to search for information and materials in English on the internet.
6	25	4.34	Studying English is important to me because I can understand English-speaking films, videos, TV or radio.
7	19	4.32	Studying English can be important for me because I will learn more about what's happening in the world.
8	29	4.27	Studying English is important to me so that I can read English books.
9	17	4.18	Studying English can be important for me because other people will respect me more if I have a knowledge of a foreign language.

10	3	4.11	Studying English can be important for me because I will be able to participate more freely in the activities of English groups.
11	28	4.08	Studying English is important to me because it will enable me to get know new people from different part of the world.
12	9	4.01	Studying English is important to me because it will enable me to get know various cultures and people.
13	27	4.01	It is important for me to know English in order to better understand the English-speaking nations' behaviour and problems.
14	6	3.99	Studying English is important to me so that I can understand English pop music.
15	24	3.98	Studying English is important to me because an educated person is supposed to be able to speak English.
16	2	3.98	Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.
17	4	3.94	It is important for me to know English in order to know English the life of the English-speaking nations.
18	20	3.93	Studying English can be important for me because language learning often gives me a feeling of success.
19	22	3.83	Studying English is important to me because it provides an interesting intellectual activity.
20	30	3.83	Studying English is important to me because it will enable me to learn more about the English world.
21	5	3.69	I am interested in knowing British culture.
22	23	3.64	Studying English is important to me because it offers a new challenge in my life which has otherwise become a bit monotonous.
23	21	3.59	Studying English can be important for me because language learning often makes me happy.
24	7	3.52	I like American people because they are so independent.
25	14	3.49	I would like to know more British people.
26	13	3.46	I like British people because they are so independent.
27	11	3.32	I would like to know more about American people.
28	12	3.31	I am interested in knowing American culture.
29	8	3.21	The more I learn about British, the more I like them.
30	26	2.81	Studying English is important to me because without it one cannot be successful in any field.