

UNRAVELING MOTIVATION IN ENGLISH LANGUAGE LEARNING: INSIGHTS FROM NON-EFL UNIVERSITY STUDENTS

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ABSTRACTS

Motivation plays a pivotal role in the success of second language acquisition, as indicated by numerous studies. While it has long been acknowledged that motivated learners tend to achieve better outcomes, various taxonomies have emerged to differentiate motivation types. The two widely recognized classifications are intrinsic/extrinsic and integrative/instrumental. This cross-sectional research aims to comprehensively discuss and analyze the four types of motivation exhibited by students at one of the private university in Indonesia enrolled in English for International Communication (TOEIC-based) classes. A structured questionnaire based on Gardner's Attitudes/Motivation Test Battery (AMTB) was utilized as the research instrument. The study spanned one year, during which students were exposed to a minimum of two TOEIC-based classes. The research sample, consisting of 446 students, was thoughtfully selected through purposive sampling techniques. This sample was further stratified, with 254 students drawn from the third-fourth semesters and 192 students from the fifth-sixth semesters. The findings, presented in numerical format, revealed that a majority of students demonstrated high levels of motivation across all motivation classifications. This research sheds light on the motivation dynamics of the students, providing valuable insights for educators and language learning practitioners.

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INTRODUCTION

People frequently assert that motivation does not last, which is why it is preferred to be renewed daily and regarded as an essential human need, particularly from a psychological standpoint. Consequently, it has been considered as one of the primary triggers for all human actions (Albarracin et al., 2023). Therefore, it has become a topic of interest to most researchers in various fields (Berestova et al., 2022; Ozer & Badem, 2022; Zhuravleva et al., 2022). Motivation itself has been a prominent area of inquiry in the field of foreign language education for a considerable period of time (Dewaele et al., 2023). It has been extensively examined as a personal characteristic in research on the acquisition of second and foreign languages (Chen et al., 2021; Zheng et al., 2019). Hence, it has been assumed as a variable influencing foreign and second language learning success (Cahyono & Rahayu, 2020). As a result, a significant number of studies on motivation in language learning can be noticed on big research platforms such as Google Scholar.

Motivation can be utilized as an overarching framework when discussing cognitive processes in humans. Schiller & Dorner (2021) mentions that motivation meanings can be described into three qualities, *inter alia*, First, motivation means to have a reason to perform a particular action. Second, it describes the effort a person makes to achieve a particular objective. Lastly, it has to do with how long a person can preserve a particular task. Furthermore, Pishghadam et al (2021) expound those various theories, which have their foundations in behaviorism, cognitivism, humanism, and social constructivism, have emerged from the examination of motivation in the setting of instructing and acquiring second or foreign languages. In short, motivation is typically defined as a concept that is linked to human behavior and attitude in various theoretical frameworks.

Drawing from various psychological theories, motivation takes on different dimensions in the context of language learning. In behaviorism theory, motivation is associated with external rewards (Staddon, 2001; Pishghadam et al., 2019), while in humanism theory, it is linked to internal drives that compel individuals to act (Dunning, 2016). Cognitivism classifies motivation as intrinsic or extrinsic, based on the perceived attractiveness of the outcomes (Luo et al., 2022; Ramirez-Arellano et al., 2019). Lastly, social constructivism views motivation as a product of social processes and collective habits of individuals (Arnold & Walker, 2008; McCaslin, 2009; Pishghadam et al., 2019). Therefore, the four roots mentioned are widely recognized in the two prevalent taxonomies utilized to explicate motivation, namely Intrinsic and Extrinsic, and Integrative and Instrumental.

The two taxonomies of motivation, *inter alia*, Intrinsic and Extrinsic, and Integrative and Instrumental have some similarities. Both of them distinguish the motivation into the inside want of the learner and the outside effect that comes to the learners. First, intrinsic and extrinsic motivation. Diseth, et al. (2020) conclude that intrinsic motivation in students refers to their participation in academic activities for the sole purpose of learning because of their curiosity and enjoyment of learning. It is exemplified by students' interest in schoolwork, which they demonstrate when they seek out challenges and strive for skills (Hu, 2022). Therefore, when students are intrinsically motivated to learn, they perceive the process of learning as naturally enjoyable (Kotera et al., 2023; Mendoza et al., 2023). In contradistinction, extrinsic motivation is driven by extraneous reinforcement or influence, such as acknowledgement or incentives, and is comparatively unassociated with the assignment at hand (Nong, 2023; Yildirim, et al., 2023). Second, instrumental and integrative motivation. Certain language learners demonstrate instrumental motivation when they derive pleasure from the language acquisition process for the purpose of acquiring English, such as obtaining high grades or ensuring future job prospects (Amorati & Quaglieri, 2023). When the objective of acquiring a language is centered on practical goals, such as career advancement, the incentive is commonly referred to as instrumental motivation (Ardeo, 2016; Zang & Dai, 2020). Meanwhile, integrative motivation is a phenomenon whereby a learner is inclined to acquire knowledge about a cultural community due to a genuine and unbiased interest in it. The students who have integrative motivation, believe that they are learning English to interact socially, and use the language with their native speakers (Mehrpour & Vojdani, 2012; Muslim et al., 2020).

Some recent studies have been published by researchers from several countries to measure students' motivation at higher education levels in learning English as a second language. At the higher education level, many different results were found by these researchers. First, it is reported that the participants have different results in each type of motivation based on the background of the sample (Sun et al., 2022; Ametova, 2020). Second, the students are motivated at a high level with an inclination toward instrumental motivation (Sun et al., 2022). Third, lack intrinsics as they are found to be driven by external motivation factors (Khan, 2022). Fourth, a study conducted by Muslim et al. (2020) reveal that, despite having integrative and instrumental motivation to learn English, Senior High School students demonstrate minimal

effort, as evidenced by their lack of classroom engagement and subpar English performance. This lack of motivation among students is associated with socioeconomic variables, including the school's geographical location, classroom learning environment, and family engagement. Moreover, it is suggested that engaging students in a collaborative learning project can effectively enhance their motivation to learn English, resulting in improved English proficiency and the development of skills that enable them to compete on a global scale.

To bring the vision to the international scope, most universities in Indonesia have prepared the students' ability in English. When the students have finished their studies and started to face working life, the students can use English as a means of communication. As English is not mandated by the Indonesian government as a compulsory subject in higher education, each of the institutions has the privilege of the policy to drive the students to learn English formally in class (Ulfah, 2023). Consequently, the current inclination towards the incorporation of Test of English for International Communication (TOEIC) oriented curricula is gaining momentum globally, including in Indonesia. However, certain scholars contend that a comprehensive assessment of the efficacy of these courses is imperative. Hence, in an academic milieu where TOEIC holds a substantial position in the English language syllabus of a tertiary institution, it is imperative to conduct continuous investigations and analyses on the enhancement of learners' TOEIC scores, pedagogical approaches, and the milieu of TOEIC classes (Park et al., 2020). Therefore, as it is becoming a compulsory subject in one of private university in South Sumatera, Indonesia, it is important to analyze the student's motivation in preparing TOEIC since it can be one of the indicators to see the success of the program. Therefore, this study would analyze the level of intrinsic, extrinsic, instrumental, and integrative motivation of the students who have been experiencing learning English as International Communication or TOEIC-based class.

RESEARCH METHOD

Research Design

This study employed a cross-sectional research design to investigate the motivation types among students enrolled in the English for International Communication class (EIC). A cross-sectional design involves collecting data from a specific population at a single point in time to examine relationships and differences among variables of interest (Spector, 2019). In this study, data were collected from students of different intake years (2019 and 2020) who had completed specific English language courses named English for International Communication in different semesters. By using a cross-sectional design, the study aimed to capture a snapshot of the students' motivation levels at a particular moment in their academic journey. This approach allowed for an analysis of motivation types among students in different semesters and intake years, providing insights into potential changes or variations in motivation over time. Moreover, the cross-sectional design is particularly valuable when examining large sample sizes and exploring relationships between variables within a specific timeframe. It allows for the efficient collection of data from different groups at once and facilitates comparisons across those groups (Bruno, 2016). Therefore, in the context of this study, the cross-sectional design enabled the researchers to assess the motivation levels of students from different intake years and semesters, shedding light on the differences and similarities in motivation types among these groups.

Population and Sample

This study was conducted at a private university in South Sumatera, Indonesia with a dedicated focus on elevating students to an international standard. According to this university regulations, students are mandated to complete English for International Communication class over a duration of two years or four semesters. These courses encompass English for

International Communication I and II, each carrying two credits, along with English for International Communication III and IV, classified administratively as zero-credit courses. Despite the administrative categorization, students are obligated to complete these courses, as they form an essential prerequisite for the official TOEIC test, a requirement for obtaining their graduation certificates. Essentially, the English for International Communication courses serve as TOEIC preparation classes.

The participants in this study were selected using a purposive sampling technique, specifically targeting students from the 2019 and 2020 intakes who enrolled in English for International Communication (TOEIC-based) classes. The 2019 intake cohort comprises students who completed English for International Communication I and II during their third and fourth semesters, while the 2020 intake cohort experienced all four levels of English for International Communication, spanning the third, fourth, fifth, and sixth semesters. Consequently, the study extended over one year to ensure that participants had completed a minimum of two TOEIC-based classes.

The sample size comprised a total of 446 students, with 254 students drawn from the third and fourth semesters and 192 students from the fifth and sixth semesters. This diverse sample encompassed students from various faculties, including 122 from the engineering faculty, 218 from the economy faculty, 72 from the computer science faculty, 11 from the government science and culture faculty, and 23 from the teacher training and education faculty.

Instruments

The researcher employed a questionnaire as the primary data collection tool. The survey instrument was disseminated through the utilization of a link to a Google Form. Subsequently, the link was disseminated to the group of students via the WhatsApp group. The questionnaire consists of 2 parts. During the initial phase of the survey, respondents were furnished with a personal information form which included details such as their Study Program, Faculty, and semester. The subsequent section of the survey was grounded on Gardner's Attitude/Motivation Test Battery (AMTB) (1985), a tool that has been used by various scholars in the field of second language (L2) motivation. The students are required to respond to a total of 12 questions. The study utilized a Likert scale consisting of five points to present 11 statements to participants. Participants were instructed to select one of the five points on the scale, ranging from "strongly agree" to "strongly disagree," to indicate their level of agreement with each statement. The 11 statements were divided into 4 coded factor or category groups to facilitate the analysis and investigation of the relationships among those factors, namely intrinsic, extrinsic, integrative, and instrumental motivation. Questions 1-4 are to measure instrumental motivation, questions 6-8 are to measure integrative motivation, questions 5 and 10 are to measure extrinsic motivation, and questions 9 and 11 are to measure intrinsic motivation. There is also one unique question that only provided 2 answers namely yes or no. If the students answer "yes", they give the point to intrinsic motivation, meanwhile "no" answer gives the point to extrinsic motivation.

Data Analysis

There are some steps that were done by the researcher in analyzing the data. First, the researcher took the data from the Google form. The result of the questionnaire was extracted into an Excel format file. Second, the researcher tidied up and sorted the data based on the faculty and the semester of the participant. Third, the researcher made the analysis of the data by diagraming each of the questions to get a detailed result. Fourth, the researcher described and summarized the data based on the kind of the motivation (instrumental, integrative, intrinsic, and extrinsic). The researcher would also do the statistical analysis by categorizing the level of motivation based on the mean of the Likert scale score.

Table 1
Motivation Level

Mean Range	Motivation level
3.68 - 5.00	High degree of motivation
2.34 - 3.67	Moderate degree of motivation
1.00 - 2.33	Low degree of motivation

RESEARCH FINDINGS

Instrumental Motivation

Question 1

The first question that was asked was whether the students would agree that learning English in TOEIC-based class will be helpful for their career. The data result is in figure 1.

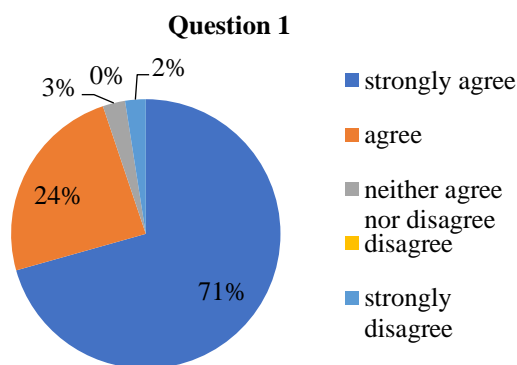


Figure 1. Percentage Results for Question 1

From figure 1, it can be seen that 71 % of the students strongly agree and 24 % of the students agree if learning English in the TOEIC-based class will be helpful for their career. It means that 95% of the students have a high instrumental motivation for the first point. The other 3 % of the students chose to disagree and 2% strongly disagree.

Question 2

The second question being asked is whether the student agrees if learning English in the TOEIC-based class is needed in order to pursue their studies. The data result is presented in figure 2.

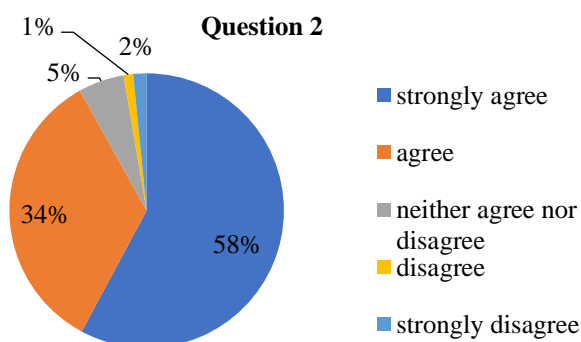


Figure 2. Percentage Results for Question 2

From figure 2, it can be seen that 58% of the students strongly agree to the instrumental motivation statement related to the need to continue the study, and 34 % of them also agreed. It means that 92 % of the students have a high score for this statement of instrumental

motivation. Meanwhile the other 8 % of the students can be considered to have low scores for this statement of instrumental motivation. This 8 % are divided into 5% with neither agree nor disagree, 1 % disagree, and 2 % strongly disagree with the choice.

Question 3

The third question being asked for instrumental motivation is whether the student agrees if learning English in TOEIC-based class is needed in order to broaden their future options. The data result is presented in figure 3.

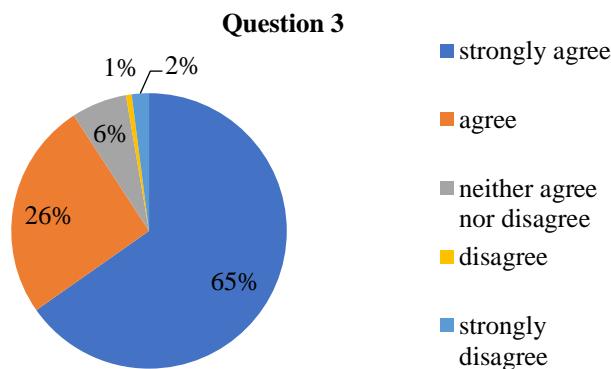


Figure 3. Percentage Results for Question 3

From figure 3, it can be comprehended that 91 % of the students strongly agree and agree on this instrumental motivation reason. Meanwhile 6% cannot decide in agree or disagree, and 3 % is in disagree position with 1 % disagree and the other 2 % strongly disagree on it.

Question 4

The fourth question being asked is whether the students learn English in TOEIC-based class for practical purposes. The data result is presented in figure 4.

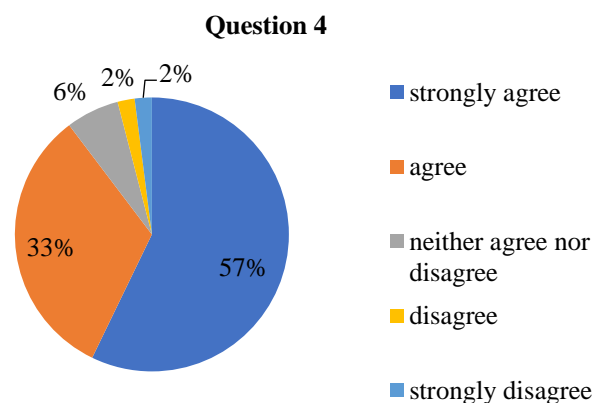


Figure 4. Percentage Results for Question 4

From figure 4, it can be inferred that most of the students, exactly 90%, agree and strongly agree on the statement of instrumental motivation. 57% of the students strongly agree and 33 % choose to agree. Meanwhile 6 % can not decide whether they agree or disagree with the statement. And 4 % are choosing to disagree and strongly disagree. It can be concluded that most of the student have instrumental motivation.

In short it can be inferred from 4 statements of instrumental motivation given that most of the students strongly agree and agree which brings to the words that they have high instrumental motivation in learning TOEIC-based class. All of the statements get a positive response by at least 90 % of the students who take the questionnaire. The total number of the

responses and the mean calculation also proved statistically that the mean score is 4.50 which is considered in High degree of motivation. The data is presented in table 2

Table 2
Intrinsic Motivation Mean Score

	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Mean
	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	
Q1	317	1585	107	428	13	39	9	18	0	0	4.64
Q2	259	1295	152	608	23	69	4	8	9	9	4.45
Q3	290	1450	116	464	27	81	4	8	9	9	4.51
Q4	254	1270	147	588	27	81	9	18	9	9	4.40
Mean											4.50

Integrative Motivation

Question 6

The sixth question are the statement to the students about “I learn English in TOEIC-based class because I want to meet and talk with foreigners”. The result shows in figure 5.

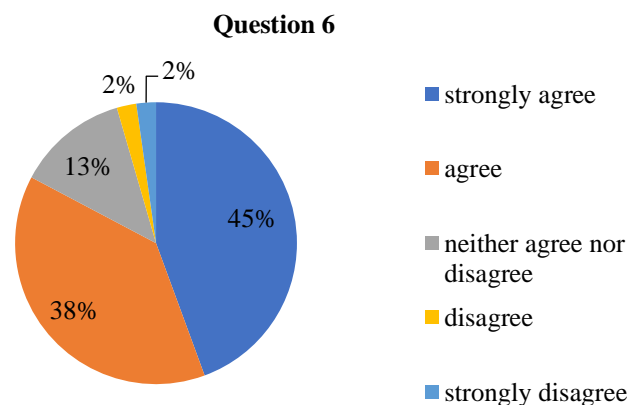


Figure 5. Percentage Results for Question 6

From the figure 5, it can be inferred that most of the students have higher motivation in the category of integrative motivation since 45% of the participants strongly agree and 38% agree. On the other hand 13% can not decide whether they agree or disagree with the statement. And it is only 4% who disagree with the statement.

Question 7

The seventh question being asked is whether the students learn English in "TOEIC-based class because they want to learn about other cultures, values, and thoughts. The data result is presented in figure 6

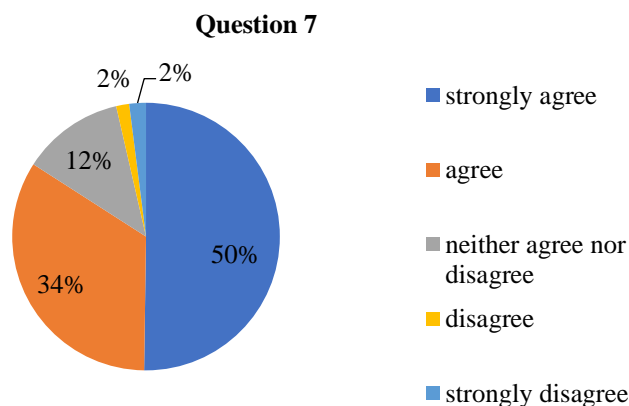


Figure 6. Percentage Results for Question 7

From figure 6, it can be inferred that most of the students, exactly in the total percentage of 84%, strongly agree and strongly agree on the statement of this integrative motivation statement. 50% of the students strongly agree and 34 % choose to agree. Meanwhile 12 % could not decide whether they agree or disagree with the statement, and 4 % were choosing to disagree and strongly disagree. It can be concluded that most of the students had positive answers to this interrogative motivation statement.

Question 8

The eighth question being asked is whether the students learn English in the TOEIC-based class because they believe that it will help when they travel overseas. The data result is presented in figure 7.

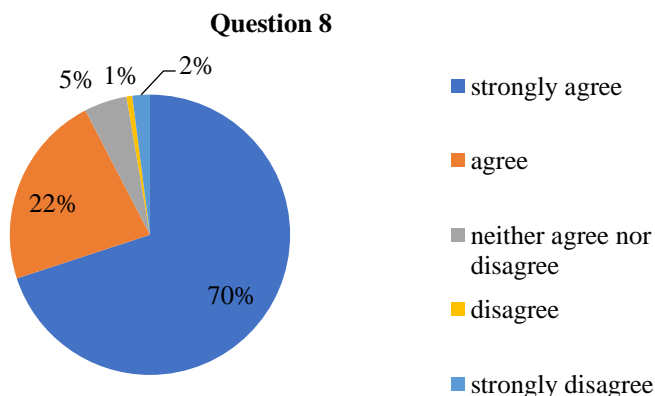


Figure 7. Percentage Results for Question 8

From figure 7, it can be inferred that a total percentage of 92% agree and strongly agree on the statement of integrative motivation. 70% of the students strongly agree and 22% choose to agree. Meanwhile 5% can not decide whether they agree or disagree with the statement, and 3% are choosing to disagree and strongly disagree. It can be concluded that most of the students have integrative motivation.

In short it can be inferred from the three statements of the Integrative motivation statement given, most of the students strongly agree and agree which brings to the conclusion that they had high integrative motivation in learning TOEIC-based class. The total number of the responses and the mean calculation also proved statistically that the mean score is 4.36 which is considered in high degree of motivation. The data is presented in table 3.

Table 3
Integrative Motivation Mean Score

	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Mean
	Responde nt	Likert scale score	Responde nt	Likert scale score	Responde nt	Likert scale score	Responde nt	Likert scale score	Responde nt	Likert scale score	
Q6	201	1005	170	680	57	171	9	18	9	9	4.22
Q7	223	1115	152	608	53	159	9	18	9	9	4.28
Q8	313	1565	98	392	23	69	4	8	8	8	4.57
Mean											4.36

By comparing the mean score between the instrumental and integrative with the result 4.50 for instrumental and 4.36 for integrative result. Even when two of the motivations are considered in high degree motivation, Instrumental motivation has a higher score rather than integrative result.

Intrinsic Motivation

Question 9

The ninth question being asked is whether the students think that learning English in TOEIC-based class is essential for personal development. The result is presented in figure 8.

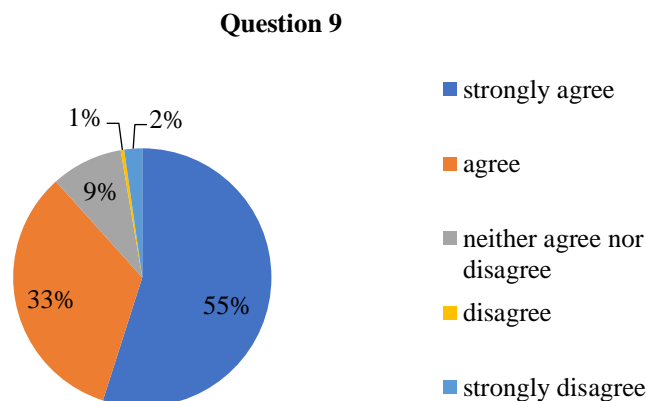


Figure 8. Percentage Results for Question 9

From figure 8, it can be concluded that in total 88% were in agreement and strongly agree with the statement of intrinsic motivation. 55% of the students strongly agree and 33 % chose to agree. Meanwhile 9 % could not decide whether they agreed or disagreed with the statement. And 3 % chose to disagree and strongly disagree. It can be concluded that most of the students have intrinsic motivation.

Question 11

The eleventh question being asked is whether the students think that knowing English makes them feel great. The result of the questionnaire can be seen in figure 9.

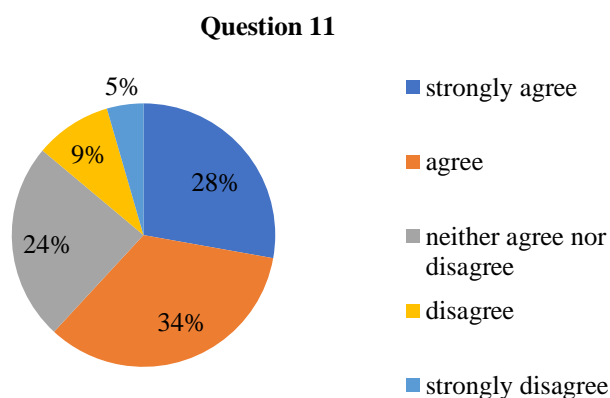


Figure 9. Percentage Results for Question 11

From figure 9, it can be seen that in total 62% agree and strongly agree with the statement of intrinsic motivation. 28% of the students strongly agree and 34 % choose to agree. Meanwhile, 24 % can not decide whether they agree or disagree with the statement. And 14 % are choosing to disagree and strongly disagree. It can be concluded that most of the students have intrinsic motivation.

From these two questions of Intrinsic motivation, the mean score is presented in table 4.

Table 4
Intrinsic Motivation Mean Score

	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Mean
	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	Resp onde nt	Likert scale score	
Q9	246	1230	148	592	40	120	4	8	8	8	4.39
Q11	125	625	152	608	107	321	40	80	22	22	3.71
Mean											4.05

From table 4, two questions show different results. In question 9, the mean score is 4.39 and question 11 mean score is 3.71. Both of the questions' results can be categorized into high degree of motivation but the difference in the score needs to be considered. Question 11 has a low score for a high degree of motivation, so that is why it is needed to recheck the participants' answer to one special question in Q12.

Question 12

The twelfth question being asked is if TOEIC-based class is not necessary, they will still take the class. The data is presented in figure 10.

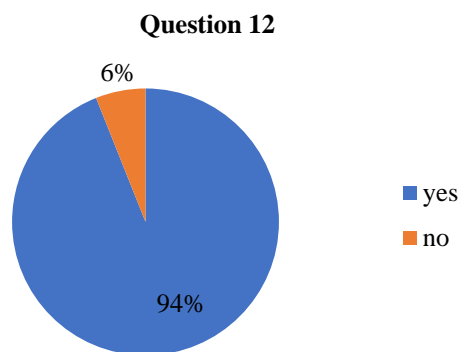


Figure 10. Percentage Results for Question 12

This question's answer can bring two different results. If the students answer yes, it means that they have intrinsic motivation rather than extrinsic motivation. Based on the result of the questionnaire, 94% of the students answered yes. This result helps the result in question 9 and 11 which shows quite a small result of the mean score. So, from the three questions given, it can be inferred that the students also have a high intrinsic motivation, even though one of the results of the question is not high, but still agree and strongly agree answer get a higher percentage of the answer

Extrinsic Motivation

Question 5

The fifth question being asked is whether they learn English because the TOEIC-based class is a necessary class. The result data of the statement is presented in figure 11.

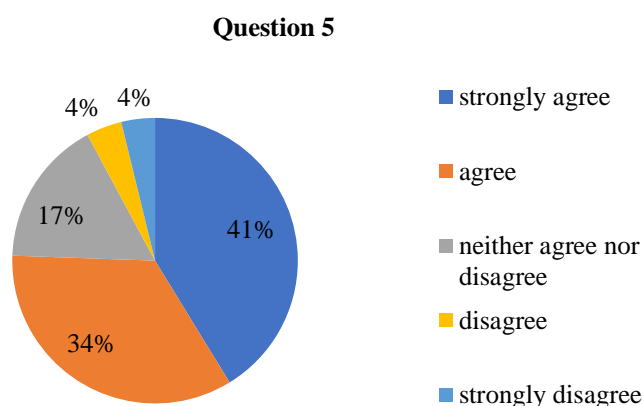


Figure 11. Percentage Results for Question 5

From the diagram above, it can be concluded that in total 75% agree and strongly agree with the statement of integrative motivation. 41% of the students strongly agree and 34 % chose to agree. Meanwhile 17 % could not decide whether they agreed or disagreed with the statement. And 8 % were choosing to disagree and strongly disagree. It can be concluded that most of the students have positive answer related to Question number 5.

Question 10

The tenth question being asked is whether others will have a better opinion of them if they can speak English. The result data of the statement is presented in figure 12.

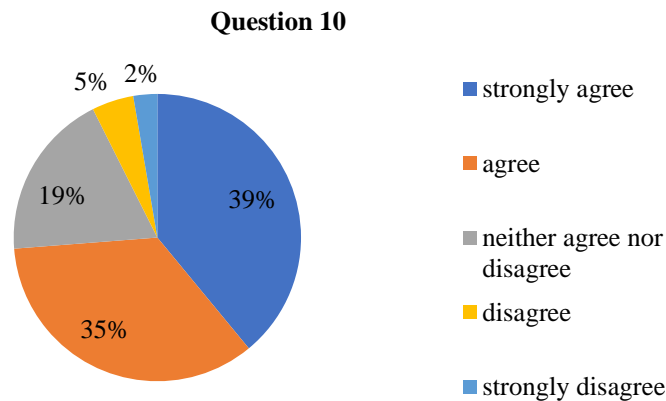


Figure 12. Percentage Results for Question 10

From figure 12, it can be concluded that in total of 74% agreed and strongly agreed with the statement of integrative motivation. 39% of the students chose strongly agree and 35 % choose to agree. Meanwhile 19 % could not decide whether they agreed or disagreed with the statement. And 7 % choose to disagree and strongly disagree. It can be concluded that most of the student also gave positive answers to this extrinsic motivation statement.

It can be concluded from the two statement result that the students had high motivation. From the two questions on extrinsic motivation, the mean score result is 4.041. the data is presented in table 5.

Table 5
Extrinsic Motivation Mean Score

	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Mean
	Response	Likert scale score	Response	Likert scale score	Response	Likert scale score	Response	Likert scale score	Response	Likert scale score	
Q5	183	915	152	608	75	225	18	36	18	18	4.040
Q10	174	870	156	624	85	255	23	46	8	8	4.042
Mean											4.041

From the two taxonomies of motivation, the mean result is compared in the table 6.

Table 6
Taxonomy Comparison of Mean Score

Taxonomy 1		Taxonomy 2	
Instrumental	Integrative	Intrinsic	Extrinsic
4.50	4.36	4.05	4.04

In the first taxonomy between instrumental and integrative motivation, even when the two kinds of motivation are considered in High level of motivation, the instrumental mean

score is higher than integrative motivation and the intrinsic motivation is slightly higher than extrinsic.

DISCUSSION

The examination of students' motivation in English for International Communication (TOEIC-based) classes at a private university in South Sumatera, Indonesia has revealed valuable insights into the motivations that drive language learners. This discussion will contextualize the research findings within the framework of motivation theories and the broader literature, shedding light on the implications of these findings for language education.

Instrumental Motivation

The results indicate that a significant portion of students exhibit high levels of instrumental motivation, aligning with the scholars' assertion that many language learners are driven by pragmatic goals (Amorati & Quaglieri, 2023). The data reveal that 95% of students agree or strongly agree that learning English in TOEIC-based class will be beneficial for their careers. This strong instrumental motivation suggests that students perceive English proficiency as a valuable asset for future employment opportunities, echoing the findings of previous studies (Sun et al., 2022). Furthermore, 92% of students agree or strongly agree that TOEIC classes are necessary to pursue their studies, underscoring the role of English proficiency as a prerequisite for academic success. This result aligns with the concept of instrumental motivation, where language learning is seen as a means to attain specific objectives (Zang & Dai, 2020). These findings corroborate the argument that students at the higher education level often exhibit a heightened focus on instrumental motivations due to their career aspirations (Sun et al., 2022). Furthermore, 90% of students agree or strongly agree that learning English in TOEIC-based class serves practical purposes, such as career advancement. This robust agreement further emphasizes the instrumental motivation prevalent among the student cohort. It reflects a pragmatic orientation towards language learning, driven by tangible benefits (Amorati & Quaglieri, 2023). In short, the research findings support the presence of strong instrumental motivation among students in TOEIC-based classes. These results align with the broader literature on motivation, indicating that career-related goals and practical considerations play a pivotal role in driving language learning motivation (Sun et al., 2022; Zang & Dai, 2020).

Integrative Motivation

The data also provide insights into students' integrative motivation, where learners aim to connect with a cultural community and interact with native speakers (Mehrpour & Vojdani, 2012). While instrumental motivation dominates, 45% of participants agree or strongly agree that they learn English in TOEIC classes for the purpose of meeting and talking with foreigners. This integrative aspect of motivation suggests that a significant proportion of students possess a genuine interest in cross-cultural communication. Furthermore, 84% of students agree or strongly agree that they learn English in TOEIC classes to gain insights into other cultures, values, and thoughts. This finding highlights a notable inclination towards cultural exploration and a broader understanding of the world, aligning with the concept of integrative motivation (Mehrpour & Vojdani, 2012). Additionally, 92% of students agree or strongly agree that learning English will be helpful for traveling overseas, reinforcing the integrative motivation aspect. This motivation reflects a desire to engage with different cultures while traveling, underscoring a broader perspective on language learning (Zang & Dai, 2020). In summary, while instrumental motivation prevails, the research findings reveal a substantial presence of integrative motivation among students. These results indicate that students in TOEIC-based

classes also value language learning as a means of cultural exploration and cross-cultural communication.

Intrinsic Motivation

In contrast to the dominant instrumental and integrative motivations, intrinsic motivation, where learners engage in language learning for the sheer joy of it, emerges as a significant factor. Notably, 88% of students agree or strongly agree that learning English in TOEIC-based class is essential for personal development. This intrinsic motivation underscores the idea that some students are driven by an inherent desire for self-improvement and personal growth (Hu, 2022). Furthermore, 62% of students agree or strongly agree that knowing English makes them feel great. This intrinsic motivation suggests that a sense of accomplishment and personal satisfaction plays a role in driving language learning efforts (Mendoza et al., 2023). Importantly, 94% of students agree that they would still take TOEIC-based class even if they were not necessary, indicating a strong intrinsic motivation. This result aligns with the concept that intrinsic motivation often transcends external factors and reflects a genuine passion for language learning (Diseth et al., 2020). Therefore, while instrumental and integrative motivations are prominent, the research findings underscore the significance of intrinsic motivation. These results suggest that some students are motivated by the sheer joy of learning and a personal sense of achievement.

Extrinsic Motivation

In contrast to intrinsic motivation, which is characterized by a genuine passion for learning, the data reveals the prevalence of extrinsic motivation among students in the TOEIC-based class. The results indicate that 75% of students agree or strongly agree that they learn English because the TOEIC-based class is a necessary requirement. This aligns with the notion that external factors, such as academic prerequisites, play a pivotal role in motivating students (Albarracin et al., 2023). Further support for extrinsic motivation is found in the data where 74% of students agree or strongly agree that others will have a better opinion of them if they can speak English. This emphasizes the influence of external validation and social recognition in driving students' language learning efforts (Arnold & Walker, 2008). Furthermore, the mean score of 4.041 for extrinsic motivation reinforces the prevalence of this type of motivation. These findings underscore the significance of external factors and rewards, such as academic requirements and social approval, in motivating students to engage in English language learning within the TOEIC-based class (Diseth et al., 2020). Therefore, by examining the prevalence of both intrinsic and extrinsic motivations in the TOEIC-based class, this study provides valuable insights into the multifaceted nature of student motivation (Berestova et al., 2022; Zheng et al., 2019). While intrinsic motivation is fuelled by the inherent desire for self-improvement and personal growth, extrinsic motivation is influenced by external factors and validation (Albarracin et al., 2023). The coexistence of these motivational factors highlights the complexity of student motivation and underscores the importance of considering both intrinsic and extrinsic elements in pedagogical approaches aimed at enhancing language learning experiences.

Comparative Analysis

Comparing the mean scores between the four motivation types reveals interesting insights. Instrumental motivation exhibits the highest mean score of 4.50, followed closely by integrative motivation with a mean score of 4.36. Intrinsic motivation and extrinsic motivation, while still relatively high, exhibit slightly lower mean scores of 4.05 and 4.04, respectively. This comparative analysis indicates that instrumental and integrative motivations are the most influential among the students, highlighting the importance of practical and cultural aspects in

their language learning journey. In conclusion, this research provides a comprehensive understanding of students' motivations in TOEIC-based classes, encompassing instrumental, integrative, intrinsic, and extrinsic dimensions. The dominance of instrumental motivation aligns with the broader literature on career-driven language learning. However, the presence of integrative and intrinsic motivations underscores the importance of cultural exploration and personal satisfaction in the language learning process. These findings hold implications for educators and institutions, emphasizing the need for tailored pedagogical approaches that cater to the diverse motivations and aspirations of students in the context of English language education.

CONCLUSION

This study delved into the motivations of students enrolled in English for International Communication (TOEIC-based) classes at a private university in South Sumatera, Indonesia. Through a comprehensive analysis of instrumental, integrative, intrinsic, and extrinsic motivations, valuable insights have been gleaned into the factors that drive language learners. The findings shed light on the multifaceted nature of motivation in language education and offer important implications for pedagogical practices and curriculum development. First, the instrumental motivation emerged as a dominant force, with students strongly motivated by pragmatic goals related to career advancement and practical utility. This aligns with existing literature, highlighting the significant role that career aspirations play in language learning motivation. However, the study also revealed the substantial presence of integrative motivation, indicating a genuine interest in cultural exploration and cross-cultural communication. Second, the intrinsic motivation, driven by the sheer joy of learning and personal development, also played a notable role in students' language learning endeavours. This intrinsic drive reflects a passion for self-improvement and the intrinsic rewards associated with language acquisition. Meanwhile, extrinsic motivation, while present, exhibited slightly lower mean scores compared to the other motivation types. This suggests that external factors and rewards played a comparatively smaller role in motivating students in TOEIC-based classes.

The comparative analysis of mean scores highlighted the pre-eminence of instrumental and integrative motivations among the students. This underscores the importance of addressing both practical and cultural dimensions in language education programs. In summary, this research underscores the complexity of motivation in language learning and emphasizes the diverse aspirations of students in TOEIC-based classes. These findings have critical implications for educators and institutions, calling for pedagogical approaches that cater to a wide spectrum of motivations and aspirations. Recognizing and harnessing these motivations can enhance the effectiveness of language education programs and better prepare students for the globalized world, where proficiency in English is a valuable asset. Ultimately, understanding and addressing students' motivations is pivotal in creating a dynamic and engaging learning environment that fosters language proficiency and cultural understanding.

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