UNIVERSITY STUDENTS’ MOTIVATION TO STUDY ENGLISH:
A CASE OF UKSW STUDENTS FROM HALMAHERA

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Ike Lestari Gohora
112014094

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
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Ike Lestari Gohorn
112014094

Approved by:

Drs. Anton Wahyana, M.A.
Supervisor

Dr. Lestyani
Examiner
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Ikee Lestari Cohra
NIM : 113614034
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : University Students’ Motivation to Study English: A Case of UWSM Students from Holmahera

Pembimbing :
1. Drs. Anton Waryana, M.A.
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Ike Lestari Gohora
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Nama : Ike Lectari Gohara
NIM : 11201409
Fakultas : Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : University Students' Motivation to Study English : A Case of Usw Students from Halahera

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UNIVERSITY STUDENTS’ MOTIVATION TO STUDY ENGLISH:
A CASE OF UKSW STUDENTS FROM HALMAHERA

Ike Lestari Gohora

Abstract

Motivation is one of the key factors in learning a second/foreign language. The purpose of the study was to find out the types of students’ motivation in learning English. The participants of the study were UKSW students from Halmahera. The data were collected by distributing questionnaires that were adapted from Gardner’s Attitude/Motivation Test Battery (Gardner, 2004) and also conducting interviews. The findings showed that the students from Halmahera were highly motivated. Also, they were highly integratively, intrinsically, instrumentally, and extrinsically motivated. However, there were some factors such as difficult materials, unpleasant lecturers, and boring classroom atmosphere that could decrease their motivation and influence their successful in learning English.

Key words: Motivation, Integrative, Intrinsic, Instrumental, Extrinsic Motivation.

INTRODUCTION

English as an international language played an important role in educational purposes. People from different countries could establish cooperation easily because they used English to communicate. In Indonesia, people learn English as a foreign language and it was taught formally. In second/foreign language learning, learners needed motivation to support their learning. Dornyei (1994) stated that “Motivation was one of the main determinants of second/foreign language learning achievement”. In other words, motivation had been generally accepted as one of the key factors that influences the level of success in second/foreign language learning (Dornyei, 1998).

Similarly, Harmer (2007) stated that motivation was considered as a kind of internal drive which pushes someone to do things in order to do something. He also discussed about two kinds of motivation: the extrinsic motivation and the intrinsic motivation. The extrinsic motivation was motivation from “outside” such as the
necessity to pass a test and the goal to achieve a better future. Meanwhile, the desire to enjoy the lesson was an example of intrinsic motivation which was the motivation from “inside” (Harmer, 2007).

There were some problems among university students in learning English, especially the students who came from Halmahera. There were some of UKSW students from Halmahera who had to repeat English course because they could not achieve the pass mark. Based on the experience, there was a curiosity to know about their motivation in learning English that could influence in their learning process or even the result of their learning. Then, what motivate them to study English?

This study was supported by two studies conducted by Widesti (2016) and Mariana (2018). In other words, this study was a replicate study from both of the studies. The study conducted by Widesti (2016) investigated the motivational level of fresh year students based on instrumental and integrative motivation. The second study done by Mariana (2018) aimed at finding out the dominant motivation type of the students of EAP class based on intrinsic, extrinsic and even amotivation. Therefore, this study investigated the types of motivation for UKSW students from Halmahera in different faculties based on integrative, instrumental, intrinsic, extrinsic, and amotivation.

LITERATURE REVIEW

In this section, some points were reviewed namely: definition of motivation, type of motivation in second/foreign language learning, factors influencing students’ motivation, and previous relevant studies.
**Definition of Motivation**

It was widely accepted that motivation became one of the key factors to make the learning process succeed. Harmer (2007) stated that “people will not be able to make such a progress if there is no motivation”. Also, he stated that motivation was considered as “some kind of internal drive which pushes someone to do things in order to achieve something”. Therefore, it was important for second or foreign language learners to understand about the motivation itself and how it could be applied in the learning process. Dornyei (1998) stated that motivation was the reflection of the things that come from ourselves and also from the environment.

Brown (2007) as cited in Harmer (2007) claimed that motivation was a self-desire to be known and recognized by others. Another opinion came from Dornyei (1998) who stated that motivation was a part of the processes to achieve certain goals. Then, motivation was used by someone in order to be successful to achieve the learning goals. Similarly, Oxford and Shearin (1994) as cited in one reviewed article stated that “motivation is a desire to achieve a goal, combined with the energy to work towards that goal”. Therefore, it was important for someone to build a motivation that started from him/herself before the learning process begin.

**Types of Motivation in Second/Foreign Language Learning**

Motivation had been widely accepted by both teachers and researchers as one of the key factors that influenced the second or foreign language learning (Gardner, 1998). In the same way, Dornyei (1994) stated that motivation was one of the main determinants of second or foreign language learning achievement. Therefore, it was important to have a motivation in learning second or foreign language because motivation had an influential role in the development of language skills (Khodashenas, 2013).
According to Gardner and Lambert (1972), there were two types of motivation: integrative and instrumental. “Integrative motivation meant learning the language with the intention of participating in the culture of its people and instrumental motivation suggested and implied that a learner learned the language in support of a purpose relating to occupation or further useful motive”. It was supported by Saville-Troike (2006) as cited in Wimolmas (2013) who stated that integrative motivation was a desire to be a part or member of the society that spoke the target language. He also stated that “instrumental motivation involved the concept of purely particular value in learning a second/foreign language in order to increase learner’s certain goals and career”.

Motivation was also classified into two other types which were intrinsic and extrinsic motivation. Mahadi and Jafari (2012) state that “Intrinsic motivation was a motivation to do an activity because of itself and extrinsic motivation, on the other hand, was motivation to do a work or an activity as a means or way to achieve a target”. In other words, intrinsic motivation came from within which was a self desire to achieve the learning goal, whereas extrinsic motivation came from outside which was the desire to achieve the goals affected by outside source.

Another type of motivation was named amotivation. According to Ryan and Deci (2000), amotivation was defined as the state where learners were lacking to produce the language. They also stated that when learners felt incompetent to do an activity, or did not believe to themselves when learning the language, it meant that they had amotivation. In other words, amotivation refer to someone who lacked interest to learn the second/foreign language and did not feel competent to do so.
Factors Influencing Motivation

Motivation was one of the main keys to be successful in learning. However, there were some factors that can influence motivation. Dornyei (1994) divided three different aspects of language which are the social dimension, the personal dimension, and the educational matters dimension. To be more specific, Veronica (2006) explained about the factors that could influence motivation related to the three aspects of language mentioned by Dornyei. According to her, learners’ feelings of competence were related with the personal dimension. Besides, learning styles and different kinds of attitudes related to the social and educational matters dimension. Other factors that influenced learner’s motivation were external and internal factors (Harmer, 2007).

According to Harmer (2007), external factors of motivation came from outside source of the learners. For example, the society we live in, the people around us, the nature and amount of feedback and rewards, and the learning environment. Besides the external factors, there were also internal factors. According to Williams and Burden’s (1997) framework of L2 motivation as sited in Anjomshoa and Sadighi (2015), there were several internal factors that could influence students’ motivations. Some of the factors were ability to set appropriate goal, personal definition an judgement of success and failure, confidence, and anxiety and fear. Internal factors were recently come from the students themselves as Harmer (2007) stated that internal factors came from within the individual.

Relevant Studies

There were a lot of studies about motivation in second or foreign language acquisition, even studies about the factors influencing the motivation. One of the studies was from Wimolmas (2013). The study examined the type and level of
English language learning motivation, based on instrumental and integrative motivation of 30 first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University in Thailand. The finding showed that the students were relatively highly motivated and found to be more instrumentally motivated to learn English.

Hadriana and Mahdum (2013) also implemented a similar study. This study aimed to determine the level of motivation and relationship of intrinsic and extrinsic motivations and self-learning concerning students’ achievement in the English language, in relevance with their determination and the use of English to derive knowledge and as a medium of communication. The context was a total of 120 secondary high school students in Pekanbaru Riau. The findings showed a medium level of intrinsic motivation, extrinsic motivation and self-learning, whereas students’ achievement was simply at the medium low level. Then, there was a less significant relationship between extrinsic motivation and the English Language achievement among students, however there was no significant relationship between intrinsic motivation and self-learning with the achievement.

Other two studies were done in smaller context. First, the study conducted by Happy Widesti (2016) which aimed to investigate the level of the fresh year students’ motivation based on instrumental and integrative motivation. Then, the result showed that the students’ motivation was affected by their environment, so they had higher instrumental motivation rather than integrative motivation. The second study was done by Mariana in 2018. The study was about student’s motivation to learn English for academic purposes at the faculty of economic and business. The aim of the study was to find out the dominant motivation type of the students of EAP class based on intrinsic, extrinsic and even amotivation. The result
showed that the most dominant type of motivation for the students from EAP class was extrinsic motivation.

There was similarity between this study and the studies implemented before. Therefore, this study was a replicate study from Mariana (2018) and Widesti (2016). The different was just in the context and the participants of the study. The context of this study was for UKSW students who were learning English, especially those who came from Halmahera. The researcher did the study to find out what were the types of students’ motivation to study English?

THE STUDY

This study aimed at finding out UKSW students’ motivation to study English especially those who came from Halmahera. Therefore, the research question was formulated as follows: What were the types of students’ motivation to study English? The following things: context of the study, research participants, data collection instruments, data collection procedures, and data analysis procedures were described.

Context of the Study

This study was done at Universitas Kristen Satya Wacana. There were two reasons why this context was chosen. First, the participants came from the same ethnic group which was Halmahera. Second, the participants also learned English as one of the courses in their own faculties. Thus, it was easier to collect the data.

Research Participants

The participants of this study were UKSW students from different faculties who came from Halmahera. There were about 200 UKSW students from Halmahera, but only twenty percent (25%), 50 students were chosen to be the participants of this study to represent the whole students. The participants were the students in batch
2017-2014 from different faculties and those who had passed English course or were learning English when the research was conducting.

Convenience sampling were used to choose the participants. Griffie (2012) stated that “Interviewing the first individuals you encounter on campus, using a large undergraduate class, using the students in your own classroom as a sample, or taking volunteers to be interviewed in survey research were various examples of convenience sampling”. Therefore, the participants were UKSW students from Halmahera. This was also a quote sampling, which meant that the participants chosen were those who had passed English course or were learning English when the research was conducted. “Quota sampling meant targeting samples based on a number of criteria determined by a researcher”, (Dawson 2009).

**Data Collection Instruments**

The data were collected using close-ended questionnaire. To triangulate the data, unstructured interview was used as well. According to Griffie (2012), data from questionnaires were self-reported data which also meant that the data were based on respondents’ information, opinion, and previous experiences. Therefore, by using close-ended questionnaires, the participants were directed by the statements to remember their previous experiences about motivation to study English. Also, close-ended questionnaires was easier for the participants to give their opinion. The interview was used to make the data to be more reliable. Ary, Jacobs, Sorensen, and Razavieh (2010) described unstructured interview as “a conversation with a purpose”, so the participants felt like they had a conversation, but the result of the conversation was so important.
Data Collection Procedures

First, the questionnaires were distributed to the participants one by one in different places. Bahasa Indonesia was used in the questionnaire, so it could be understood well by the participants. It took 10-15 minutes for the participants to complete the questionnaire. Besides distributing questionnaires, some interviews were also conducted. Second, ten participants were contacted and made an appointment with them one by one. After that, the interview was done in 15 minutes. Then, the data from interview were compared with the data from the questionnaires.

Data Analysis Procedures

There were four steps to analyze the data. First, the result of the interviews and also the questionnaires that had been completed by the participants were read. Second, the data from both the interviews and the questionnaires were categorized into some emerging categorized. Last, the findings were compared with the theory and the previous study.

FINDINGS AND DISCUSSION

Based on the data analyzing, this study found out that the participants were highly motivation to study English as a general course at their own faculties. The types of motivation were integrative and intrinsic motivation, intrumental and etrinsic motivation. However, there were some factors that influenced their motivation which could affect their successful in learning English. The findings were explained below.

Integrative and Intrinsic Motivation

The table below showed that students’ integrative and intrinsic motivations were quite high. There were ten statements about integrative and intrinsic motivations. Ninety eight percent (98%) of the students had strong desire to know all aspects of
English. They also thought that studying English was important to communicate with people who spoke English. Besides that, only seventy six percent (76%) of the students agreed that native speakers were sociable and kind. Then only seventy four percent (74%) of the students agreed about the importance of learning English in order to understand the culture of English-speaking countries member. Overall, eighty eight percent (88.6%) agreed and eleven percent (11.4%) disagreed with the statements about integrative and intrinsic motivation. It clearly showed that the students had high integrative and intrinsic motivation.

Table 1. Integrative and Intrinsic Motivation

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have a strong desire to know all aspects of English.</td>
<td>1 (2%)</td>
<td>1 (2%)</td>
<td>23 (46%)</td>
<td>25 (50%)</td>
</tr>
<tr>
<td>2</td>
<td>I really enjoy learning English.</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
<td>36 (72%)</td>
<td>11 (22%)</td>
</tr>
<tr>
<td>3</td>
<td>I love learning English.</td>
<td>0 (0%)</td>
<td>5 (10%)</td>
<td>33 (66%)</td>
<td>12 (24%)</td>
</tr>
<tr>
<td>4</td>
<td>I keep up to date with English by working on it almost every day.</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
<td>30 (60%)</td>
<td>17 (34%)</td>
</tr>
<tr>
<td>5</td>
<td>I want to learn English so well that it will become natural to me.</td>
<td>1 (2%)</td>
<td>2 (4%)</td>
<td>34 (68%)</td>
<td>13 (26%)</td>
</tr>
<tr>
<td>6</td>
<td>English is one of my favorite courses.</td>
<td>0 (0%)</td>
<td>7 (14%)</td>
<td>38 (76%)</td>
<td>5 (10%)</td>
</tr>
<tr>
<td>7</td>
<td>I enjoy meeting people who speak foreign languages.</td>
<td>1 (2%)</td>
<td>5 (10%)</td>
<td>34 (68%)</td>
<td>5 (10%)</td>
</tr>
<tr>
<td>8</td>
<td>Studying English is important because it helps me to understand the cultures and tradition of the English-Speaking Countries member.</td>
<td>2 (4%)</td>
<td>9 (18%)</td>
<td>31 (62%)</td>
<td>8 (16%)</td>
</tr>
<tr>
<td>9</td>
<td>Studying English is important because it will allow me to be more at ease with people who speak English.</td>
<td>1 (2%)</td>
<td>4 (8%)</td>
<td>27 (54%)</td>
<td>18 (36%)</td>
</tr>
</tbody>
</table>
Native English speakers are very sociable and kind.

According to Al-Ghamdi (2014), there were internal factors that could influence the learning achievement which were integrative and intrinsic motivation. Integrative motivation was a desire to be a part or member of the society that spoke the second language (Saville-Troike 2006 as cited in Wimolmas, 2013). Meanwhile, Ryan and Deci (2000) defined intrinsic motivation as ‘doing something because it was inherently interesting or enjoyable. In other word, integrative and intrinsic motivations were determined based on the desire and interest which came from within the students.

There was a similarity between this study and the study conducted by Widesti (2016). The participants of her study had higher instrumental motivation rather than integrative motivation. Even though the findings above showed a quite high of integrative motivation, but the result from the whole data showed that the instrumental motivation was higher. However, there were a difference between this study and the study done by Hadriana and Mahdum(2013). Their participants had a medium level of intrinsic motivation while the participants of this study had quite high of intrinsic motivation.

**Instrumental and Extrinsic Motivation**

Table 2 showed that the students were instrumentally and extrinsically motivated. There were twelve statements that showed students’ instrumental and extrinsic motivation. Ninety eight percent (98%) of the students believed that studying English may help them to be more educated and understand textbooks in English. Then, fifty
eight percent (58%) of the students did not agree with the importance of English only to earn a university degree. However, they believed that English was also important for their future studies and career. Overall, eighty one percent (81.4%) agreed and eighteen percent (18.6%) disagreed with the statements about instrumental and extrinsic motivation.

However, the interview was conducted to make the data reliable. The data from the interview showed that 8 out of 10 students learned English because they wanted to get good grades then passed the class, and they thought that it was be useful for them to get a job. Most of the students who were being interviewed were highly instrumentaly and extrinsically motivated.

Table 2. Instrumental and Extrinsic Motivation

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My parents feel that it is very important for me to learn English.</td>
<td>0 (0%)</td>
<td>5 (10%)</td>
<td>22 (44%)</td>
<td>23 (46%)</td>
</tr>
<tr>
<td>2</td>
<td>Studying English is important because other people will respect me more if I know English.</td>
<td>4 (8%)</td>
<td>17 (34%)</td>
<td>17 (34%)</td>
<td>12 (24%)</td>
</tr>
<tr>
<td>3</td>
<td>Studying English is important because it helps me to understand about material and textbooks in English.</td>
<td>0 (0%)</td>
<td>2 (4%)</td>
<td>25 (50%)</td>
<td>23 (46%)</td>
</tr>
<tr>
<td>4</td>
<td>Studying English is important because I will need it for my career.</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
<td>27 (54%)</td>
<td>20 (40%)</td>
</tr>
<tr>
<td>5</td>
<td>Studying English is important because it will make me more educated.</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
<td>31 (62%)</td>
<td>16 (32%)</td>
</tr>
<tr>
<td>6</td>
<td>Studying English is important because it will be useful in getting a good job.</td>
<td>0 (0%)</td>
<td>6 (12%)</td>
<td>25 (50%)</td>
<td>19 (38%)</td>
</tr>
<tr>
<td>7</td>
<td>Studying English is important because it will be useful for my</td>
<td>0 (0%)</td>
<td>2 (4%)</td>
<td>22 (44%)</td>
<td>26 (52%)</td>
</tr>
</tbody>
</table>
I study English diligently because I want to earn a university degree.

My English teacher is a great source of inspiration to me.

Studying English is important because it helps me to interact with English speakers.

Studying English helps me to be able to read newspapers and magazines in English.

I study English diligently because it is an important tool for communication.

<table>
<thead>
<tr>
<th></th>
<th>5 (10%)</th>
<th>24 (48%)</th>
<th>17 (34%)</th>
<th>4 (8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>I study English diligently because I want to earn a university degree.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>My English teacher is a great source of inspiration to me.</td>
<td>0 (0%)</td>
<td>16 (32%)</td>
<td>23 (46%)</td>
</tr>
<tr>
<td>10</td>
<td>Studying English is important because it helps me to interact with English speakers.</td>
<td>0 (0%)</td>
<td>3 (6%)</td>
<td>30 (60%)</td>
</tr>
<tr>
<td>11</td>
<td>Studying English helps me to be able to read newspapers and magazines in English.</td>
<td>0 (0%)</td>
<td>1 (2%)</td>
<td>35 (70%)</td>
</tr>
<tr>
<td>12</td>
<td>I study English diligently because it is an important tool for communication.</td>
<td>5 (10%)</td>
<td>16 (32%)</td>
<td>25 (50%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2,3%</th>
<th>16,3%</th>
<th>49,9%</th>
<th>31,5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18,6%</td>
<td>81,4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instrumental and extrinsic motivations were the external factors that influenced the learning achievement (Al-Ghamdi 2014). According to Gardner and Lambert (1972), instrumental motivation referred to a learner who learned the language in order to achieve certain goals. It was supported by Mahadi and Jafari (2012) who suggested that extrinsic motivation referred to a learner who did a work or an activity as a means or way to achieve a target. Therefore, the statements in table 2 showed that students learned English in order to achieve a target or certain goals and most of the students agreed about the statements.

The findings above were similar to Wimolmas (2013) and Mariana’s (2018) studies in which the participants showed high instrumental and extrinsic motivation. According to the data from questionnaires, the students had higher integrative and intrinsic motivation than instrumental and extrinsic motivation. However, the data from
interviews showed that most of the students were highly instrumentally and
etrinsically motivated.

**Amotivation**

Table 3 showed the statements that referred to students’ amotivation. Most of the
students did not agree with the statements about amotivation. Only four percent (4%)
of the students who believed that learning English was a waste of their time. The
overall result showed that twenty eight percent (28.6%) of the students agreed and
seventy one percent (71.4%) of the students disagreed about the statements. Then, the
interviews result also showed that most of the students were highly motivated to learn
English in order to pass the course. It meant that the students had high motivation in
learning English.

**Table 3. Amotivation**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I don’t like my English class.</td>
<td>16 (32%)</td>
<td>27 (54%)</td>
<td>6 (12%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>2</td>
<td>I am sometimes anxious that the other students in class will laugh at me when I speak English.</td>
<td>2 (4%)</td>
<td>15 (30%)</td>
<td>22 (44%)</td>
<td>11 (22%)</td>
</tr>
<tr>
<td>3</td>
<td>I feel anxious if someone asks me something in English.</td>
<td>3 (6%)</td>
<td>12 (24%)</td>
<td>27 (54%)</td>
<td>8 (16%)</td>
</tr>
<tr>
<td>4</td>
<td>I really have no desire to learn English.</td>
<td>27 (54%)</td>
<td>21 (42%)</td>
<td>2 (4%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>5</td>
<td>Studying foreign languages is not enjoyable.</td>
<td>21 (42%)</td>
<td>25 (50%)</td>
<td>4 (8%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>6</td>
<td>Knowing English isn’t really an important goal in my life.</td>
<td>10 (20%)</td>
<td>26 (52%)</td>
<td>12 (24%)</td>
<td>2 (4%)</td>
</tr>
<tr>
<td>7</td>
<td>I never feel quite sure of myself when I am speaking in our English class.</td>
<td>6 (12%)</td>
<td>22 (44%)</td>
<td>17 (34%)</td>
<td>5 (10%)</td>
</tr>
<tr>
<td>8</td>
<td>I would feel uncomfortable</td>
<td>4</td>
<td>19</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>speaking English anywhere outside the classroom.</td>
<td>(8%)</td>
<td>(38%)</td>
<td>(46%)</td>
<td>(8%)</td>
</tr>
<tr>
<td>9</td>
<td>I tend to give up and not pay attention when I don’t understand my English teacher’s explanation of something.</td>
<td>5</td>
<td>20</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10%)</td>
<td>(40%)</td>
<td>(40%)</td>
<td>(10%)</td>
</tr>
<tr>
<td>10</td>
<td>Learning English is a waste of time.</td>
<td>28</td>
<td>20</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(56%)</td>
<td>(40%)</td>
<td>(2%)</td>
<td>(2%)</td>
</tr>
<tr>
<td>11</td>
<td>I would rather spend my time on subjects other than English.</td>
<td>7</td>
<td>37</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(14%)</td>
<td>(74%)</td>
<td>(10%)</td>
<td>(2%)</td>
</tr>
<tr>
<td>12</td>
<td>I think my English class is boring.</td>
<td>19</td>
<td>25</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(38%)</td>
<td>(50%)</td>
<td>(8%)</td>
<td>(4%)</td>
</tr>
<tr>
<td>13</td>
<td>I hate English.</td>
<td>30</td>
<td>17</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(60%)</td>
<td>(34%)</td>
<td>(4%)</td>
<td>(2%)</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avarage</td>
<td>27,4%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71,4%</td>
<td>28,6%</td>
</tr>
</tbody>
</table>

The findings above were also similar to the study conducted by Mariana (2018). Most of the participants of the two studies did not agree with the statements of amotivation. However, according to Ryan and Deci (2000), when learners felt incompetent to do an activity, or not believe to themselves when learning the language, it meant that they have amotivation. Some students felt anxious if someone asks them about something in English. They also felt uncomfortable speaking English anywhere outside the classroom.

However, there were some factors that could influence students motivation in learning English. According to Harmer (2007), factors that influenced learner’s motivation were external and internal factors. External factors of motivation came from outside source of and internal factors came from within the individual. Based on the data from the interviews, most of the learner were motivated to learn English because they wanted to get good grades and passed the course. However, most of
them also failed to pass the course because of some factors that influenced their motivation. The factors were difficult materials, unclear explanation from the lecturers, and boring classroom atmosphere. The factors decreased students’ desire to learn English. Thus, even though the students were highly motivated, but there were some of them who had to repeat the course because their motivation was influenced by some factors.

**CONCLUSION**

Motivation had an important role in second/foreign language learning achievement. This study tried to find out what type of motivation that the participants had in learning English which could influence the successfulness of their learning. Based on the data collected and analyzed, the findings showed that the participants were highly motivated to study English as a general course at their own faculties. The types of motivation were integrative and intrinsic motivation, intrumental and extrinsic motivation. However, there were some factors that influenced their motivation which could affect their successful in learning English.

The findings from the questionnaires about each types of motivation only had a little differences. Statements about integrative and intrinsic motivation got eighty eight percent (88,6%) of agreement, and intrumental and extrinsic motivation got eighty one percent (81,4%) of agreement. It showed the students were highly integratively and intrinsically motivated. However, the data from the interviews showed that most of students were more intrumentally and extrinsically motivated. Thus, the students were highly motivated and they had integrative and intrinsic motivation, also intrumental and integrative motivation.
However, the findings also showed that there were some factors that could influence students’ motivation in learning English. Based on the interviews result, most of the students had to repeat English course because they failed at the first. They stated that they were motivated when they learn English, but there were factors that influence their motivation. The factors such as difficult materials, unpleasant lecturers, and boring classroom atmosphere could decrease their motivation. It proved that motivation was just one of the key factors in successful learning.

The study might be beneficial for English teachers and students. For the English teachers, they might try to create more various teaching strategies to motivate their students. For UKSW students from Halmahera, it might help them to be more motivated by knowing the types of their motivation in learning English, so the learning process could be successful. It also gave advantages for other students who wanted to know how motivation was so important for the second/foreign language learning.

However, the participants of the study were only 50 students out to 200 students from Halmahera. Thus, the findings from the data might be different if the participants were more than 50 students. The faculties chosen were only 9 faculties out to 13 faculties. The result of the study might be clearer if the study involved more participants from all of the faculties. The findings showed that motivation was just one of the key factors in order to be successful in learning English. Therefore, the future study might also try to find more factors that could influence a successful language learning.
ACKNOWLEDGEMENTS

First of all, I would like to express my best gratitude to Jesus Christ. He always gave me strength to do my thesis. I would not be able to finish my thesis without His blessings, grace, and love. Also, I would like to thank my supervisor, Drs. Anton Wahyana, M.A. who had read and gave me inputs to finish my thesis. He guided me how to be a good writer and a future teacher. As my examiner, Dr. Listyani, I would thank her for the willingness to read and access my thesis.

I would like to thank all of my families for their prayers and supports, especially my little family. To my father, mother, sister, and brother, I thank for all the love and supports which helped through my life and my study in UKSW. I also thank to KEMAMORA Salatiga, especially the 50 participants of this study. Thank you for filling in the questionnaire and answering all of my questions.

Last but not least, I thank my best friends who always love and support me. I thank Lia, Heard, Cici, Pinkky, Koko, Ian, Kak Eky for always gave their love and supports in my life here. I also thank the WG family, especially Kak Sarah, Nona, Hera, Cyndy, Ade, for always cheering me up and taking care of me when I got sick. I also thank Gee, Lisa, and Yani for the prayers from there. I also thank my boyfriend, Hjon for always listening to my stories and always there whenever I need him. Also, I thank fourteeners for all the togetherness while studying in our beloved faculty and university, Faculty of Language and Arts, Universitas Kristen Satya Wacana.
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APPENDIX

KUISIONER

Sehubungan dengan penyelesaian tugas akhir atau skripsi yang sedang saya kerjakan di Fakultas Bahasa dan Seni (FBS); saya, Ike Lestari Gohora, mahasiswa Pendidikan Bahasa Inggris FBS mengharapkan kesediaan teman-teman yang berasal dari Halmahera dan yang sedang belajar di UKSW untuk mengisi kuisiner ini.Informasi yang diperoleh dari kuisiner ini akan dipergunakan sebagai data dalam penelitian tugas akhir saya. Data yang diperoleh, akan digunakan untuk menjawab pertanyaan research: “What are the types of students’ motivation to study English?” Atas kesediaan dan kerja sama teman-teman, saya ucapkan terima kasih.

Salam,
Ike L. Gohora

Berdasarkan pengalaman teman-teman dalam belajar Bahasa Inggris di UKSW, tanggapilah pernyataan-pernyataan di bawah ini dengan memberikan tanda centang (✓) pada kotak yang tersedia sebagai berikut: STS = Sangat Tidak Setuju, TS = Tidak Setuju, S = Setuju, SS = Sangat Setuju

<table>
<thead>
<tr>
<th>No</th>
<th>Keterangan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mempunyai keinginan besar untuk mempelajari semua aspek dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya sangat senang belajar bahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Menurut orang tua saya, bahasa Inggris sangat penting untuk dipelajari.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Belajar bahasa Inggris penting karena masyarakat akan lebih menghargai orang yang bisa berbahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya tidak suka pembelajaran bahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Belajar bahasa Inggris membantu saya memahami materi dan buku teks dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Bahasa Inggris akan bermanfaat untuk kesuksesan karir saya.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Belajar bahasa Inggris membuat saya lebih berwawasan.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Belajar bahasa Inggris akan memudahkan saya untuk mendapatkan pekerjaan yang baik.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya sangat suka belajar bahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Belajar bahasa Inggris penting karena dapat membantu saya mengerti budaya dan tradisi dari negara-negara yang berbahasa Inggris.</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Saya ingin belajar bahasa Inggris sampai</td>
<td></td>
<td></td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>
saya dapat menggunakankannya secara wajar.

13 Kadang-kadang saya merasa cemas kalau ada yang menertawakan saya ketika saya berbicara dalam bahasa Inggris.

14 Saya merasa cemas jika ada seseorang yang bertanya kepada saya tentang sesuatu dalam bahasa Inggris.

15 Saya tidak mempunyai keinginan sama sekali untuk belajar bahasa Inggris.

16 Belajar bahasa Inggris penting karena akan berguna bagi kelanjutan pendidikan saya.

17 Saya senang berbicara dengan penutur bahasa asing.

18 Saya tidak suka belajar bahasa asing.

19 Menguasai bahasa Inggris bukanlah tujuan yang penting dalam hidup saya.

20 Saya tidak pernah percaya diri ketika berbicara dalam bahasa Inggris di kelas.

21 Saya belajar bahasa Inggris dengan tekun untuk mendapatkan gelar.

22 Saya belajar bahasa Inggris dengan tekun karena bahasa Inggris adalah bahasa yang penting untuk berkomunikasi.

23 Penutur bahasa Inggris sangat baik dan mudah bergaul.

24 Saya suka belajar bahasa Inggris dan mencoba mempelajarnya setiap hari.

25 Belajar bahasa Inggris penting karena bisa membantu saya untuk berinteraksi dengan orang-orang dari latar belakang bahasa dan budaya yang berbeda yang mampu berbahasa Inggris.

26 Belajar bahasa Inggris membantu saya untuk bisa membaca koran dan majalah dalam bahasa Inggris.

27 Belajar bahasa Inggris memudahkan saya mengenal orang dari negara lain.

28 Guru bahasa Inggris saya adalah sumber inspirasi bagi saya.

29 Saya tidak percaya diri menggunakan bahasa Inggris diluar kelas.

30 Saya cenderung langsung menyerah saat tidak mengerti penjelasan dari dosen tanpa bertanya terlebih dahulu.

31 Belajar bahasa Inggris hanya membuang waktu.

32 Saya lebih suka belajar mata kuliah lain daripada bahasa Inggris.

33 Mata kuliah bahasa Inggris membosankan
bagi saya.

| 34 | Saya benci bahasa Inggris. |
| 35 | Bahasa Inggris adalah salah satu mata kuliah kesukaan saya. |

| I. Data Diri |
| Jenis Kelamin : |
| Angkatan : |
| Fakultas/Prodi : |
| Lama belajar bahasa Inggris : | sejak SD, kelas ____ |
| | sejak SMP, kelas ____ |
| | sejak SMA, kelas ____ |

II. Apabila Anda bersedia untuk diwawancarai lebih lanjut, silakan lengkapi data dibawah:
| Nama : |
| Nomor Hp : |
| Email : |