Exploring the Motivational Factors for Learning English in Aceh

Diana Achmad, Yunisrina Qismullah Yusuf *

ABSTRACT

This study investigated the motivational factors of tertiary students for learning English in Aceh, Indonesia. It further examined the year of study and urban/rural provenance influences on their levels of motivation. Approximately 56 university students participated in this research. The research instrument was a closed-ended questionnaire consisting of 10 items adapted from the Attitude/Motivation Test Battery (Smythe & Gardner, 1981). Three types of motivation were measured: intrinsic, extrinsic/instrumental and integrative (Noels, 2003). The findings showed that integrative motivation/international posture was the popular motive for learning English (M=5.369), followed by intrinsic (M=4.991) and extrinsic/instrumental motivations (M=4.732). This indicated that English was learned in order to converse and associate with foreigners from other countries who speak English. We further presume that this may have also been triggered by the increasing number of foreigners who are entering Aceh either for work or tourism after the earthquake and tsunami disaster which struck the province in 2004 and “opened” to the world the previously “closed” province due to political conflicts. Therefore, the year of study and the areas in which they came from did not affect their levels of motivation as both showed no significant differences between these variables.

Keywords: English in Aceh; intrinsic motivation; extrinsic/instrumental motivation; integrative motivation; Attitude/Motivation Test Battery (AMTB)

INTRODUCTION

The study of students’ motivation to learn a second (L2) or foreign language (FL) is important as it is one of the significant elements indicating language learning success (Gardner, 1985). In Indonesia, English is taught as a foreign language. Bahasa Indonesia, the national language is used as the medium of instruction in schools. English learning is considered not very successful in the country due to “the lack of students’ motivation, poor attitude of students to learn English and a shortage of teachers adequately competent in the language” (Dardjowidjojo, 1996, as cited in Kam, 2003:9). One of its provinces, Aceh, however, has gained interest in English after the earthquake and tsunami disaster destroyed a part of this province on 26 December 2004. Before that, foreigners were rarely allowed into the region by Indonesian government, since it was affected by the ongoing conflict between Gerakan Aceh Merdeka (GAM or Free Aceh Movement) and the government for the last 30 years. The conflict led to poor condition of the citizens, especially in rural areas, who were largely isolated from outsiders.

After the 2004 disaster, scenes in Aceh have changed, including considerable progress in education and economic activities (vom Busch & Rentzow-Vasu, 2008). Both Indonesian government and GAM declared cease-fire by accepting autonomy offered by the government (BBC News, 2005). International groups such as Non-Government Organizations (NGOs) poured in to provide aid for survivors and helped redevelop the destructions. An obvious development at Syiah Kuala University was the increasing number of students who enrolled in the English Language Department and Secretarial Training Program since 2005. Despite of studies previously conducted on motivation of Indonesian learners for learning English (for examples those conducted by Gould, 1977; Widyaningrum, 2003; Bradford, 2007; Lamb, 2009), thus, none have studied the present

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university students in Aceh. Therefore, this research is intended to fill in the gap.

A number of researchers agreed that learners’ motivation has a significant correlation with their achievement in L2; prior studies indicated that the influential role of motivation, attitude, and learning situation contribute to longer-term attainment of the target language, especially L2 or FL (Moyer, 2004; Dörnyei, 2005). In L2 learning, Gardner (1985:10) states that “motivation can be described as a complex of constructs, involving the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”. Achievement in L2 is related not only to language aptitude but also to motivation (Tremblay & Gardner, 1995).

Generally, there are two types of motivation: intrinsic and extrinsic (Littewood, 1984). Noels (2003) further proposes a larger motivation construct consisting of three interrelated factors, namely intrinsic, extrinsic/instrumental, and integrative. These factors are the focus of this study and discussed in the following sections.

**Intrinsic Motivation**

Deci and Ryan (1985) explain that intrinsic motivation refers to motivation that comes from the learner himself. Noels (2001:45) adds that “intrinsic orientations refer to reasons for L2 learning that are derived from one’s inherent pleasure and interest in the activity; the activity is undertaken because of spontaneous satisfaction that is associated with it”. It is inbuilt in the language learning process, such as whether learning the language is fun, interesting or enjoyable, engaging, challenging and competence-enhancing (Noels, 2003; Yashima, 2009). According to Noels (2003), intrinsic motivation is the most highly self-determined type of motivation. When individual learners are intrinsically motivated, then they feel free to choose any activities which are interesting and fun. The learners are considered to be fully self-determined and they will engage in the activity using their own creativity without any external pressures.

**Extrinsic or Instrumental Motivation**

Extrinsic or instrumental motivation comes from outside the learner and refers to the practical or utilitarian dimension of language learning. This motivation includes “the reasons for L2 learning that reflect practical goals, such as attaining an academic goal or job advancement” (Noels, 2001:44). Here, the learner himself is not really interested in learning but he learns only for a particular purpose. An example is university students who learn English because of a degree program requirement or to obtain a good job in the future. Liskin-Gasparro (1998) believes that the role of teachers, family members (particularly parents), members of the L2 community, and other parties (such as peers) can influence students’ motivation extrinsically. Teachers’ positive behavior, especially, have been found to also influence the students’ positive behavior in this process (Çakmak & Erkan, 2003).

Since each individual wants to be successful, instrumental motivation seems to be the most popular motive for learning L2 or FL. Accordingly, Dörnyei (2009:28) states that “in our idealized image of ourselves we naturally want to be professionally successful and therefore instrumental motives that are related to career enhancement are logically linked to the ideal L2 self”. Furthermore, he mentioned two foci in relation to the future self-guide: promotion focus and prevention focus. A promotion focus concerns with hopes, aspirations, advancement, growth and accomplishment, such as learning English for the sake of career advancement or to increase salary. A prevention focus is concerned with safety, responsibilities and obligations, and regulates the absence or presence of negative outcomes, such as a student who is studying English in order to not fail an exam or to not disappoint his parents.

**Integrative Motivation**

Based on Gardner (1968), integrative motivation refers to willingness or desire to be such as valued members of other language community. The learners must adopt various features of behavior which characterize another linguistic community (e.g. new vocabulary, grammatical rules, pronunciation and sounds that the language teachers try to present in the classroom). Furthermore, Gardner and MacIntyre (1993:159) define integrative motivation as “interest in foreign languages and attitudes toward the L2 community,
reflecting the individual willingness and interest in social interaction with members of other groups”. Yashima (2002:57) further expands the notion of integrativeness to international posture, which means “interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and openness or a non-ethnocentric attitude toward different culture”.

Gardner and Lambert (1972) believe that integrative motivation is expected to have more lasting effects than instrumental which leads to high correlation with achievement. Furthermore, as learners pursue to build up their ideal L2 English selves, it is possible for instrumental motives to become internalized (Weger, 2013). Littlewood (1984:57) further claims that “most learners are motivated by a mixture of integrative and instrumental reasons”, therefore, none of these motivational factors exclude one another.

Previous Studies on Motivation in English Language Learning

Bradford (2007) finds that investigations on students learning English as a FL is growing progressively in Asia. A quantitative study conducted by Yashima (2009) investigates four variables, namely international posture, motivation, L2 proficiency and L2 communication confidence amongst 191 Japanese high school students. It was found that “the types of extrinsic motivation with a higher level of self-determination (identified and integrated regulations) correlate most strongly with international posture, L2 willingness to communicate (WTC) and frequency of communication as well as with the ideal self” (Yashima, 2009:156-157). Therefore, Japanese EFL learners with limitation of meaningful contact with speakers of target language might have used the language with the L2 community as an international language, and international posture had a strong correlation with extrinsic motivation rather than intrinsic motivation.

Another study in China conducted by Liu (2007) uses adapted combined questionnaires developed by Gardner’s Attitude/Motivation Test Battery or AMTB (1985) and Clément et al. (1994). It concentrates on Chinese students’ motivation to learn English at the tertiary level. The results show that students were more instrumentally than integratively motivated to learn English, with the most dominant reason was to secure a brighter future (e.g. a better job). This finding is different from Gardner’s (1985) claim that integrative orientation is more influential in L2 learning.

A study conducted by Bradford (2007) involves 168 Indonesian university students learning English. It was found that the dominant reason for students to learn English was related to instrumental motivation (e.g. It will help me get an interesting job). Conversely, integrative motivation (e.g. I want to be able to behave like British/American/Australian people) received a negative average endorsement. The results suggested the students were instrumentally motivated, similar to the findings by Gould (1977) and Widyaningrum (2003). Hence, their studies contradict to the findings from previous researches by Gardner (1968) and Gardner and Lambert (1972) that show integrative or intrinsic motivation plays a more important role in L2/FL learning than instrumental/extrinsic motivation.

A case study by Lamb (2009:229) employs semi-structured interviews with two Indonesian learners. The focus of the study was to explain the different reactions in terms of the learners’ ‘ideal’ self (learners who envisioned their future selves as L2-users) and ‘ought-to L2’ self (learners who shared the same goal of L2 proficiency but felt it as an obligation, imposed by others or society in general). The results showed that the learner from an urban area who had more exposure to English, such as at home or through a variety of media, had an ideal L2 self to assist her in regulating her learning of English and to empower her in finding other ways when the ones available did not work. However, the other learner from a rural area, thus, with a strong sense of obligation to learn English, had an ought-to L2 self and was less expected to position himself in situations that would expose his lack of competence. The findings were closely related to Boyatzis and Akrivou (2006:628) who argue that “the ideal self, once activated, promotes the development of a person’s learning agenda and then a more articulated learning plan, experimentation and practice with new behavior, feelings, and perceptions”.

A number of aspects can be concluded from the studies mentioned above. Different learners from different learning contexts have different motivations for
learning L2/FL. Indonesian students, specifically, was found to be more instrumentally motivated for learning English for career enhancement.

**Purpose of Study**

As demonstrated above, no research on motivation towards language learning, especially English has been conducted amongst tertiary students in Aceh. Pillay (1998:3) argues that students who display a high level of competence tend to come from higher socio-economic status groups and have a greater exposure to English outside the classroom, while those who show a lower level of competence tend to come from either rural schools where exposure to English is limited or from low socio-economic groups in urban areas. In light of this theory, this present study would like to investigate the motivational factors of the students to learn English, and to what extend their years of study and area of living (urban/rural) influence their levels of motivation. Therefore, this study developed three research questions:

1. How do the following motivational factors (intrinsic, extrinsic/instrumental, and integrative) motivate the secretarial students’ levels of motivation towards learning English at Syiah Kuala University in Indonesia?
2. To what extent does the year of study (first and third) influence the students’ levels of motivation for learning English?
3. To what extent does urban/rural provenance influence the students’ levels of motivation for learning English?

**METHOD**

**Research Instrument: Questionnaire**

There are three types of motivation measured in this study, which are intrinsic, extrinsic/instrumental, and integrative (Noels, 2003). A questionnaire was used to collect the data (see Appendices 1 and 2) and answer for every item was by circling a number.

Two variables were used in this study: dependent and independent. The dependent variable employed was the motivation to learn English (intrinsic, extrinsic/instrumental and integrative). The dependent variables consisted of 10 items (see Appendix 1), adapted from AMTB by Gardner and Smythe (1981) to assess attitudes and motivation in L2 learning (Gardner, 2001). It consists of 130 items divided into five categories; integrativeness, attitudes toward the learning situation, motivation, instrumental orientation, and language anxiety. Thus, the items were reduced to 10 items (I1-I10) by choosing those that were mostly relevant to the context and aim of this study. Since the respondents were students of the Secretarial Training Program, some items were adapted based on perceived needs of prospective secretaries in the future; for instance, ‘English is a requirement for being a professional secretary’. This section was formatted by using six Likert scales: 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (somewhat agree), 5 (agree) or 6 (strongly agree).

The independent variables (see Appendix 2) were aimed at establishing personal details; in terms of the year of study (e.g. first or third) and the area they came from (e.g. urban or rural). A multiple choice item was used to obtain information related to year of study and true-false item was selected to obtain detail on urban/rural provenance. To ascertain the provenance of the students, they were required to state the name of the district to determine whether the area was urban or rural based on data provided by the government.

**Respondents**

Two groups of students, aged around 18 to 20, participated in this study. The first group consisted of 28 students from the first year and the second group was 28 students from the third year, making a total of 56 respondents. The first year students had been studying English for approximately 9 years since primary school. Meanwhile, the third year students had been studying English for approximately 11 years. The profiles of respondents are presented in Table 1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Classification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Study</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
</tr>
<tr>
<td></td>
<td>n=28 (50%)</td>
<td>n=28 (50%)</td>
</tr>
<tr>
<td>Provenance</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td></td>
<td>n=38 (67.86%)</td>
<td>n=18 (32.14%)</td>
</tr>
</tbody>
</table>

A majority of respondents were from the urban area, Banda Aceh (67.86%), whilst the others (32.14%) were from rural areas in various villages.
Data Analysis

The data gathered from the questionnaires were analyzed and computed through statistical processes to establish answers for the research questions (RQ). To answer RQ1, descriptive statistics were used. To answer RQ2 and RQ3, inferential statistics were used. Comparisons of the two groups of independent variables (i.e. first and third year students; urban/rural provenance) were computed by using independent t-test.

FINDINGS

Motivational Factors for Learning English

The following results answer RQ1. To provide a general description of data analysis, the mean score (M) of each item in the research instrument was firstly computed. The overall mean score of each item is presented in Figure 1.

Figure 1. Mean score tabulation of each item

Table 2.
Mean score of 10 items in the questionnaire (n=56)

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Score (1-6)</th>
<th>Mean (M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want to obtain an interesting, well-paid job</td>
<td>0 0 1 3 22 30</td>
<td>5.446</td>
</tr>
<tr>
<td>2. It is a requirement for being a professional secretary</td>
<td>0 0 0 1 17 38</td>
<td>5.661</td>
</tr>
<tr>
<td>3. I want to study abroad</td>
<td>0 0 0 5 22 29</td>
<td>5.429</td>
</tr>
<tr>
<td>4. Studying English is fun</td>
<td>1 0 1 6 22 26</td>
<td>5.250</td>
</tr>
<tr>
<td>5. It will fulfil my parents’ ambition</td>
<td>11 7 6 7 5</td>
<td>2.875</td>
</tr>
<tr>
<td>6. It will allow me to access English language media (e.g. newspaper, internet, etc.)</td>
<td>1 0 1 6 23 25</td>
<td>5.232</td>
</tr>
<tr>
<td>7. I want to communicate with people who use English as an international language</td>
<td>1 0 1 1</td>
<td>21 32</td>
</tr>
<tr>
<td>8. It is my favourite subject</td>
<td>1 4 16 22 13</td>
<td>4.732</td>
</tr>
<tr>
<td>9. It is a graduation requirement</td>
<td>3 1 4 3 32 13</td>
<td>5.768</td>
</tr>
<tr>
<td>10. Other people will respect me more if I know English</td>
<td>0 3 3 12 16 22</td>
<td>4.911</td>
</tr>
</tbody>
</table>

Figure 1 shows that respondents’ highest motivation for learning English was 12 ‘It is a requirement for being a professional secretary’ for career enhancement after they finish their studies (M=5.661). Conversely, learning English to fulfill their parents’ ambition (15) was not a popular motive, given that the responses to this item were
with the lowest mean score (M=2.875). Table 2 shows
the mean score of each item in the questionnaire. The
shaded numbers in the table indicate the score that occurs
most frequently.

The mean score of each item was ranked based on the
highest to the lowest score, in order to determine the
respondents’ types of motivation. The mean scores were
further divided into three groups: the high mean score
ranged from 5.661 to 5.250 (Group 1), the middle mean
score ranged from 4.911 to 4.732 (Group 2), and the low
mean score was at 2.875 (Group 3).

**Mean Score of Each Item in the Research Instrument**

Group 1 with high mean scores comprised six items
(11, 12, 13, 14, 16, and 17). Within these, the three types of
motivation proposed by Noels (2003) were covered. The
highest mean score (M=5.661) among the six items was
for I2 ‘It is a requirement for being a professional
secretary’ which belongs to extrinsic/instrumental
motivation. It received ‘strongly agree’ from 38
respondents (67.86%) and no respondents disagreed to it.
This indicated that extrinsic/instrumental motivation was
the most popular motive for them to learn English, which
was to be professionals in their career.

Additionally, I1 ‘I want to obtain an interesting, well-
paid job’ and I7 ‘I want to communicate with people who
use English as an international language’ have broadly
similar responses (both with M=5.446). This showed that
extrinsic/instrumental motivation to secure an interesting
job with good salary (Dörnyei, 2009) and integrative
motivation to socialize and communicate with other
English speakers were the second most popular motives
for them to learn English. This may be supported by the
current social condition in Aceh, in which many foreign
NGOs were present to help rebuild the province after the
2004 disaster. They also recruited local people in their
work. Therefore, good English proficiency was among
the requirements to work with them. Tourism in Aceh
also increased significantly after the conflict ended.
Tourist visitors from other provinces in Indonesia and
even from other nearby countries such as Malaysia,
Australia and further, including UK, US and Turkey
among others, had better opportunities and access to visit
Aceh. Accordingly, I7 was responded with “strongly
agree” by more than 50% of respondents (32 out of 54).

As part of integrative motivation, this was also related to
international posture as suggested by Yashima (2002).
This meant that a majority of respondents were
motivated to learn English to be able to interact with
other people who speak English (e.g. foreigners in NGOs
and tourist visitors).

I3 ‘I want to study abroad’ was the third popular
motive by respondents and received a majority of positive
responses from 29 respondents (51.78%) with “strongly
agree” and 22 respondents (39.29%) with “agree”
(M=5.429). Overall, respondents agreed that English was
one of the important requirements needed to study
abroad. This integrative motivation indicated the
students' awareness of English importance to continue
their studies overseas where it is used as the medium of
instruction. Numerous scholarships were also offered to
the Acehnese students to continue their studies abroad
from the local government, central government and
international institutions. The numbers of these
scholarships increased after the 2004 disaster. One of the
qualifications required to achieve such an opportunity
was by passing TOEFL (Test of English as a Foreign
Language) or IELTS (International English Language
Testing System) with the minimum standard usually
determined by the universities abroad.

The motive in fourth position was I4 ‘Studying
English is fun’ (M=5.250) with 26 respondents (46.43%)
chose “strongly agree” and another 22 respondents
(39.29%) chose “agree”. Only one respondent chose
“strongly disagree”. Nonetheless, this was another
intrinsic motivation that showed respondents learn
English because they found it enjoyable.

Finally, I6 ‘It will allow me to access English
language media, e.g. newspaper, internet, etc’ as an
integrative motivation was ranked at fifth position with
the lowest mean score in Group 1 (M=5.232). A majority
of respondents responded positively to this item (23
(41.07%) with “agree” and 25 (44.64%) with “strongly
agree”) and suggested that learning English was
important to access English language media. Many
scholarly materials in international journals needed by
students are in English; therefore, it was important to
understand the language in order to understand the
materials read.

Group 2 with middle mean scores comprised three
items (I8, I9, and I10, with mean scores from 4.911 to 4.732. The three items cover intrinsic (I8 'English is my favorite subject') and extrinsic/instrumental motivations (I9 'It is a graduation requirement' and I10 'Other people will respect me more if I know English'). Among the three items, the highest mean score was for I10 (M=4.926), followed by I9 (M=4.768) and I8 (M=4.732). Responding to I10, 22 respondents (39.29%) chose "strongly agree" and believed that they would receive more respect by others if they knew English. Only 3 (5.36%) respondents disagreed to it. In general, the respondents felt that learning English was important to them to receive appreciation from others, especially in the Indonesian social context where English is treated as a foreign language.

Furthermore, 32 respondents (57.14%) responded positively to I9 (M=4.768) by choosing “agree” that studying English was important due to the graduation requirement in their program. Only 3 (5.36%) respondents chose “strongly disagree”. This refers to what Noels (2001) say about extrinsic motivation, which is closely related to external regulation apart from inherent pleasure of the activity, for instance learning English at the university because it is a requirement of a degree program.

In addition, 13 respondents (23.21%) chose “strongly agree” with I8 that English was their favourite subject, whilst 22 (39.29%) respondents chose to “agree” with it. Only one respondent chose “strongly disagree”. In general, this indicated intrinsic motivation since they felt that learning English was interesting and deemed it as their favourite subject.

Group 3 with the lowest mean score comprised only one item, which was I5 'It will fulfill my parents’ ambition’. It received a variety of responses, with 20 respondents (35.71%) chose “disagree” and 11 respondents chose “strongly disagree” (M=2.875). However, 5 respondents (8.93%) chose “strongly agree”. This item referred to extrinsic/instrumental motivation, especially to prevention focus of learning L2 or FL, which was to not to dishearten their parents (Dörnyei, 2009).

Finally, the main result from the findings above showed the dominant trend of respondents to learn English was for the sake of being a career professional, which was a part of extrinsic/instrumental motivation (Dörnyei, 2009). The findings also showed that most of the students were more motivated by a mixture of the three types of motivation. This is similar to Littlewood (1984) who alleges that most learners can be motivated by a combination of the motivational factors.

Mean Score of Each Motivation Type
The mean score of each motivation type was calculated to identify the most influential type for learning English by respondents. The individual reason of extrinsic/instrumental motivation found above might not be the general factor motivating the students to learn English, therefore, the mean scores from the items were grouped into three broad types of motivation proposed by Noels (2003) as shown in Table 3.

<table>
<thead>
<tr>
<th>Motivation Type</th>
<th>Item No.</th>
<th>Mean Score (M) of Each Type</th>
<th>Total Mean Score (M)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic</td>
<td>4</td>
<td>5.250</td>
<td>4.991</td>
<td>33.07%</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>4.732</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extrinsic/Instrumental</td>
<td>1</td>
<td>5.446</td>
<td>4.732</td>
<td>31.35%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5.661</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2.875</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>4.768</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>4.911</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative</td>
<td>3</td>
<td>5.429</td>
<td>5.369</td>
<td>35.58%</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5.232</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>5.446</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Mean scores for intrinsic, extrinsic/instrumental, and integrative motivation of the total sample
Table 3 shows that integrative motivation was the first influential motivation type for learning English by respondents (M=5.369). Interestingly, this finding is quite different from Bradford (2007) who found that Indonesian university students were instrumentally motivated. As explained earlier, the recent condition in Aceh might have led the students to have integrative motivation for learning and practicing their English. Nonetheless, the findings are similar to Gardner and Lambert (1972), who assert that integrative motivation plays a more important role in learning L2 or FL, as opposed to instrumental motivation. Again, the integrative motivation factor in this study was taken from Yashima’s work (2002), which is international posture. Respondents might have higher level of motivation for learning English in order to communicate with other people who use English in an international context.

Intrinsic motivation was found to be the second motivation type for learning English by respondents (M=4.991). This showed that they were self-determined in learning without any external forces. Hence, this illustrated an interesting phenomenon in Aceh where students were interested in studying English but their proficiency was relatively low. This seems to be the case in general in Indonesia (see EF EPI, 2012; Kam, 2003). However, the findings of this study showed good indication for learning English because with the respondents’ self willingness to learn it, then there is a possibility that English in Indonesia, especially in Aceh, can progress better in the near future. Such learners would take initiatives to improve their language skills.

Extrinsic/instrumental motivation was found to be the least influential motivation type for learning English by respondents (M=4.732). Respondents were found to be instrumentally motivated for learning English for a promotion focus (e.g. for career advancement), rather than a prevention focus (e.g. in order not to disappoint parents). Since they were students in the secretarial training program, then it would be necessary for them to be proficient in English for their future career. As secretaries are in charge of their superior’ agenda, therefore, to have proficient English skills was essential to boost their performance more effectively at work.

In overall, respondents were found to be more integratively and intrinsically motivated to learn English rather than instrumentally. This suggested that they essentially found learning English as a pleasant activity in which less external pressures were upon them.

Year of Study that Influence the Students’ Levels of Motivation for Learning English

The results in this section answers RQ2. Table 4 indicates that third year students were more motivated to learn English (M=4.936) than first year students (M=5.014). Moreover, in order to ascertain the significance of these ratings, an independent t-test was conducted (see Table 5). The results indicated that the differences between first and third year students on levels of motivation for learning English was not significant, employing an alpha=.05 level of significance. It is concluded that year of study was not an influential factor in their motivation for learning English.

Table 4. Means and standard deviations of students’ motivation according to year of study (year 1 and year 3)

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students year 1</td>
<td>28</td>
<td>5.014</td>
<td>.513</td>
<td>.097</td>
</tr>
<tr>
<td>Students year 2</td>
<td>28</td>
<td>4.936</td>
<td>.414</td>
<td>.078</td>
</tr>
</tbody>
</table>

Table 5. T-test values for year of study (year 1 and year 3)

<table>
<thead>
<tr>
<th>(N=56)</th>
<th>T-value</th>
<th>Df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>.631</td>
<td>54</td>
<td>.531</td>
<td></td>
</tr>
</tbody>
</table>
Urban/Rural Provenance that Influence the Students’ Levels of Motivation for Learning English

Finally, the answer to RQ3 is described in this section. Table 6 shows that urban students were more motivated to learn English (M=4.966) than rural students (M=4.994). The results of an independent t-test in Table 7 indicated that the differences in levels of motivation between urban and rural students were not significant. This suggested that the areas in which the respondents came from did not influence their motivation for learning English.

### Table 6.
Mean scores and standard deviations of students’ motivation according to urban/rural provenance

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Urban</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>38</td>
<td>4.966</td>
<td>.476</td>
<td>.077</td>
</tr>
<tr>
<td>Rural</td>
<td>18</td>
<td>4.994</td>
<td>.448</td>
<td>.106</td>
</tr>
</tbody>
</table>

### Table 7.
T-test values for urban/rural provenance

<table>
<thead>
<tr>
<th>(N=56)</th>
<th>T-value</th>
<th>Df</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-.214</td>
<td>54</td>
<td>.831</td>
</tr>
</tbody>
</table>

DISCUSSION

The findings obtained in this study have pedagogical implications, particularly in developing appropriate classroom activities. As discussed previously, motivation is considered important in L2 or FL learning, since it is one of the factors that indicate the learners’ achievement in language learning. Bradford (2007:315) declares that “if the students’ individual goals are known, then syllabi, materials, and activities can be tailored to appeal to their values and interest”. Additionally, Dörnyei (2001) explains that goals affect the students’ performance, since they promote the search for relevant action plans or task strategies. For instance, this study found that learning English was most important for respondents because it was a requirement to be a professional. In this case, it is important for course designers – including English teachers at the tertiary level in Aceh – to develop materials that are relevant to students’ needs and show appropriateness for their future career. At university levels in Indonesia, teachers have freedom to create their own materials, since autonomy is given by the Higher Education Institutions by the Ministry of Education as long as they fulfill the government’s general nation-strengthening guidelines (see Bradford, 2007). Therefore, institutions are able to develop their own curricula with relevant and motivating lessons to meet their students’ needs.

Furthermore, teachers may also consider activities that involve students to interact with people who use English as an international language. Liu (2012) pronounces that for learners to become independent language learners, it is important for teachers to continuously stimulate students’ genuine interest and motivation in learning English. The findings in this study showed that integrative motivation or international posture was ranked as the first motivation type chosen by respondents. It can be said that students were keen to learn English to be able communicate with other people who use English as an international language. We further presume that this may have also been triggered by the increasing number of foreigners who are entering Aceh either for work or tourism after the earthquake and tsunami disaster which struck the province in 2004 and “opened” to the world the previously “closed” province due to political conflicts. Therefore, an activity such as inviting foreigners to educational institutions – not only English native speakers but also those who are from other countries who use English as an international language – may be considered by stakeholders to further increase students’ motivation.

In addition, the findings also revealed that students had internal motivation and they learned English not
because of external regulation such as pressure from their parents. This is a promising indication because intrinsic motivation is a highly self-determined type of motivation. Perhaps that was why the year of study and areas in which they came from did not influence their levels of motivation. This motivation should be maintained and even enhanced by teachers by providing various classroom activities that interest them.

CONCLUSION

Despite the mean scores of the three types of motivation (intrinsic, extrinsic/instrumental and integrative) were broadly similar, integrative motivation was found to be the most popular reason for learning English. This implied that they were aware of the importance of English used as an international posture because it helped them to converse and associate with foreigners from other countries who speak English. In addition, no significant differences were found between first and third year students on their levels of motivation. This suggested that year of study did not influence their levels of motivation. Similarly, there were also no significant differences between students from urban or rural areas. This suggested that the area in which they came from also did not influence their levels of motivation.

As this study employed a small scale and particular sample (e.g. students at the secretarial training program), covered a small area of motivation (only focused on 10 items), and only employed few independent variables (e.g. year of study and urban/rural provenance), therefore the results may not be generalized to other EFL students. Hence, bigger sample, larger area of students’ motivation, employing other variables such as gender, age, educational background, and approach in research (e.g. in-depth interviews) would be worthwhile for future research.

REFERENCES


العوامل المؤثرة في تعلم اللغة الإنجليزية في إقليم أتشينة

ديانا أتشماد، يونيسرين يوسف

ملخص

تهدف هذه الدراسة إلى كشف العوامل المؤثرة في تعلم اللغة الإنجليزية لدى طلاب الجامعة في إقليم أتشينة بإندونيسيا إضافة إلى مستوى الدافعة لدى الطلاب وخلقية مجتمعهم بين الأشياء والمدن، وزيادة الاستماع على (65) عينة البحث من طلاب الجامعة و تتكون من (10) بنود الأسئلة المختلفة التي أخذت من استماع لمراعاة المواصفات والانجذابات بهدف التحفيز على تعلم اللغة الإنجليزية (Smythe & Gardner, 1981)، هناك ثلاثة الدوافع التي تلقى عليها هذه الدراسة هي: الدافع الداخلية والدافع الخارجي والدافع الكامل (Noels, 2003). أظهرت نتيجة الدراسة أن الدافع الكامل جاء مرتبطًا (M=5.369) ثم ثلث الدافع الداخلي (M=4.991) وثانيًا الدافع الخارجي (M=4.732). هذه النتائج تدل على أن اللغة الإنجليزية ليست في إقليم أتشينة لمهمة المعرفة والمصالح مع الأجانب الذين يتحدثون باللغة الإنجليزية، وتفترض الدراسة أن هذه الظاهرة ناجمة عن زيادة عدد الطلاب إلى إقليم أتشينة بعد إجراء توضيحات والتحذيرات سنة (2004) حتى (1997) هذه المحافظة للعالم بعد أن كانت (منطقة) نسب الظروف السياسية، وأظهرت أن فترة الدراسة وخلقية مجتمع الطلاب لا تؤثر في مستوى دافعيتهم في تعلم اللغة الإنجليزية.

الكلمات الدالة: اللغة الإنجليزية، إندونيسيا، دوافع تعلم اللغة الإنجليزية، الاتصال اللغوي مع الأجانب.