

Non-EFL students' perspectives on English learning in higher education institution: The case of Indonesian non-English major

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Abstract

The annulment of English subject at the elementary and tertiary levels harms the absorption of graduates. This decision needs to be reviewed whether it follows current conditions where graduates are required to be able to compete globally. Competition becomes increasingly problematic because students lack continuous English learning. This study aims to reveal the perspectives of non-EFL students on learning English in their faculties and how the association between English learning achievement scores and their perspectives on the language they are learning is related. It involved 45 students from two non-English faculties who studied English only as a general course. Our statistical calculations using correlation analysis found that most non-EFL students had an optimistic viewpoint on English and hoped to be provided with it continuously. In addition, the analysis also found that the achievement scores in English lessons had a significant positive correlation with their perspectives.

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INTRODUCTION

In language learning, motivation is a crucial part that affects the learning achievement of students. It determines the success or failure of student activity (Tilavova, 2021). It is an essential factor that positively impacts students to get maximum linguistic exposure. Bakar (2014) states that motivations are behaviors activated, guided, and maintained over time. Motivation should be nurtured because it concerns how far humans will finish their tasks and goal in life, how hard they will attempt, and how consistent they are willing to try. Gardner (2001) confirmed that the motivated individual spends effort to achieve specific objectives, but an individual who postpones effort is not inevitably motivated. Luthan (2012) also emphasized that motivation involves psychological aspects and physiology that stimulate one's attitude in achieving a goal. Of course, when an action or habit occurs, it tends to be driven by motivation. Students' motivation is quite varied in the context of foreign language learners. This motivation can be in the form of encouragement to learn foreign languages to get practical benefits, so that language skills are only used as a requirement to achieve specific goals.

In addition, students could want to learn English to understand and use the language and culture. Thus, it is challenging for educators to spread their linguistic exposure to the maximum regardless of their motivational background. In addition, to achieve maximum learning outcomes, high motivation is needed to achieve goals (Ryan & Deci, 2000). Motivation is an essential component of teaching and learning. For teachers, lack of motivation has long been one of the most frustrating barriers to student learning.

Many researchers have revealed that the aspects that influence the success of second language learning are intrinsic and extrinsic motivation. Ulfa & Bania (2019) digresses that extrinsic motivation significantly impacts learning achievement. In addition, Fischer et al. (2019) confirm that intrinsic motivation influences creative and innovative performance. Moreover, they found that teachers have a significant role in helping students achieve their learning objectives.

Motivation is one of the determining elements for the success of a student's learning, especially in learning a foreign language. Motivation is the key to success in language acquisition (Rozmatovna, 2020). regardless of the different language systems to be studied, motivation will encourage a student to consistently train and learn aspects of first language knowledge so that students always have progress. Gardner & Lambert (1972) introduced the phenomenal concept of motivation, namely instrumental motivation and integrative motivation. These two concepts have different bases of influence but with the same ultimate goal, namely language acquisition. It is considered an instrumental motivation if a student learns a language for substantial reasons such as social and economic status. However, if a student learns a language to be articulate and has a sense of the culture, this is considered integrative motivation (Gardner, 2001).

The Elimination of English Subjects in Indonesia

The existence of English in the education system in Indonesia is slowly being eliminated. At the elementary school level, after implementing the K-13 curriculum, English was no longer the main subject of school. It is because the minister of education evaluates the English language burdening students at the elementary school level. Prihatin (2015) confirms that the ministry took this decision based on efforts to maintain the Indonesian language. It creates polemic because introducing foreign languages early interferes with acquiring the mother tongue (L1). It is contrary to the findings of many linguists because children begin to expand their vocabulary from 3 to 6 years (Pokrivčáková, 2020). In addition, language acquisition is a long process in which children should continue to be given regular audio-visual stimulation. If bilingualism is considered to harm the mother tongue, this assumption needs to be re-examined. In the context of Indonesian society, which is rich in ethnicity and culture, bilingualism and even plurilingualism are common (Zein, 2020). Therefore, it would be bizarre if English is considered to hinder the acquisition of a first language. In addition, at the elementary school level, parents greatly appreciate English subjects because this is very important for their children's future (Sulaiman, 2022).

This research focuses on examining students' perspectives to analyze significant trends that can be applied in non-English department faculty curricula so that students learn what they need, which will later become their initial capital to enter the professional world. Maloney (2022) revealed how students view and evaluate the academic writing curriculum. The paper reveals that students have low motivation because the learning curriculum only provides instructions that focus only on writing APA without presenting a solution on how to write an exciting journal.

In addition, Serin (2018) emphasized that motivation is essential in influencing student learning achievement. Thus, intelligent teachers should be able to take advantage of this motivation to create a learning community and good academic culture. Subakthiasih & Putri (2020) revealed that it is true that these two types of motivation significantly affect English language learning, especially in the era of the COVID-19 pandemic. However, intrinsic motivation tends to have a more substantial influence than extrinsic motivation (Ametova, 2020; Fischer et al., 2019).

Elimination at Faculty Level

The student's motivation is not the stable especially in learning English, as it is still considered a foreign language, and people still have not learned English to use it transactionally. The obstacle to learning English is the different linguistic systems between the two languages, so it is difficult for users of the mother tongue (Bahasa Indonesia) to learn it. Then the researcher was curious about how non-EFL students rate English learning in their faculties because the researcher found that in several universities in Palu, Indonesia, especially non-English faculties, English courses were only a general course introduced in the first semester. Moreover, this course was not continuous. Even though the need for this language is very crucial, especially in accessing knowledge and carrying out

publications, on the other hand, this course has experienced a reduction in learning hours. The researcher wants to draw an evidence-based conclusion. Is this course continuing to be reduced due to a lack of student interest? The results can give explanation and evidence to policymakers of the importance of the sustainability of this course at the faculty level.

Additionally, the research seeks to explore students views of English language learners in the Non-EFL Faculty. The researcher wants to find out more information about their perceptions of whether they believe English can significantly impact their future careers just because of the demands of the course programs that the faculty have offered. In such curiosity, the researcher wants to reveal the perspective of non-EFL students towards learning English. Therefore, this article attempts to answer the following the research questions:

1. What is the perspective of non-EFL students on General English courses offered in in their faculty?
2. What is the relationship between their perspective on learning achievement in English courses?

RESEARCH METHOD

The study employed a mixed-method design by conducting quantitative research to build more specific qualitative research (Creswell, 2014). The research aims to discover these students' perceptions of the learning process, progress, and the possible opportunity to master the subject.

The researcher ensured that the sample taken is homogeneous which the student learning outcomes obtained from the evaluation results of learning English in 1 semester satisfy the requirements for statistical calculations. The statistic test was carried out after the learning achievement scores and questionnaire results were calculated for normality and homogeneity. The researcher also considered age, gender, and location differences to produce evidence across various demographics.

Participants

This study involved 45 students from non-English faculties. The researcher ensured that all these students received English courses in their respective faculties as general subjects. These students come from 2 private universities in Indonesia. In addition, researcher asked their willingness to fill out a questionnaire that was distributed online. The researcher believed that the number of samples taken purposively could provide evidence and explanations that are easy to understand (Erickson, 1986). The distribution of students based on gender diverges into 21 male and 24 female students. Then based on the semester level, there are 18 students in the second semester and 27 students in the fourth semester. Fourteen students came from university A, while thirty-one came from university B. Based on age, 62.2% of students were 19 to 20 years, while 37.8% were in the age range of 21 to 24 years.

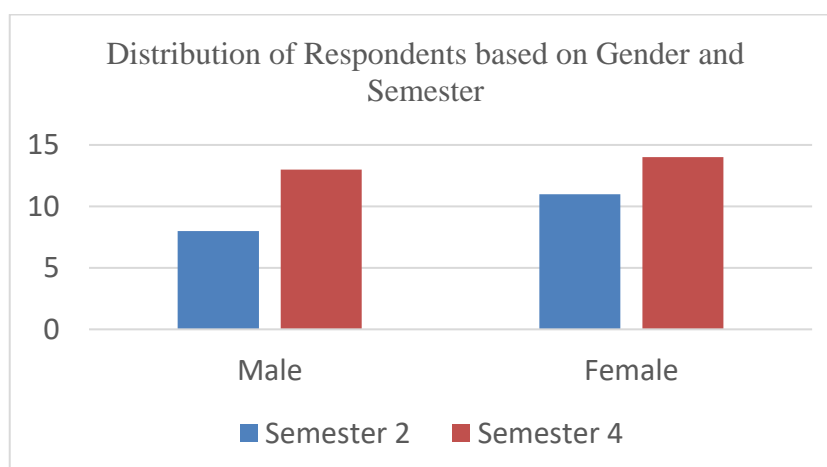


Figure 1. Distribution of Respondents based on Gender and Semester

Instrument

Questionnaires are a prevalent method used to collect data (Hein et al., 2018), precisely data related to psychological measurements. The researcher applied a questionnaire because this instrument is very suitable for measuring variables related to experience (Grassini & Laumann, 2020). In addition, the questionnaire is manageable to distribute and does not burden the respondents.

The researcher gave a questionnaire which was distributed to 45 students at the end of the semester to obtain primary data. This form contains 15 items that identify perspectives related to their motivation, learning process, attitudes, and expectations on the impact of learning English. Then the researcher also expanded their observations by conducting interviews with students. The answer choices for each item were designed with a *Likert* scale that has been provided in the appendix.

In addition, before being applied the questionnaire was tested on 30 respondents with the same characteristics. It was done to ensure the validity and reliability of the instrument. Based on the results of the correlation test using *Pearson Product Moment*, it showed that all questionnaire items were valid because the calculated *r* value was greater than 0.294 *r*-table. With this, the researcher concludes that each item used in this study is valid.

In addition, after testing the items with the *Cronbach Alpha test*, the investigator found that all items used in this study were reliable because the significance of the *Alpha* value was > 0.70 (Sujerweni, 2019). With this, the researcher is sure that the 15 items of this questionnaire were valid and reliable.

Data Collection and Analysis

Before filling out the investigator made sure to all participants of the participants' willingness to fill out the form. The researcher also assured the participants that this form will not be published and will be used solely for research purposes and the researcher would maintain the confidentiality of the respondents. After that the results of this form would be stored in the form of statistical data which would be computed to provide comprehensive evidence.

The investigator collected data from questionnaires that have been measured the terms of normality, linearity, homogeneity and heteroscedasticity (Taherdoost, 2016). After being measured and considered valid, the investigator would continue the research to the correlation test using *Pearson Product Moment* stage to find out the relationship between the variables of student non-EFL students' perceptions of English subjects and English language skills.

The table 1 illustrates that the significance value of the *Kolmogorov-Smirnov* test was greater than 0.05. It indicates that the distribution of the collected data was normal. On this basis, the researcher continued with the homogeneity test on the collected data.

Table 1. The result of normality test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		45
Normal Parameters	Mean	,0000000
	Std. Deviation	2,31660801
Most Extreme Differences	Absolute	,099
	Positive	,067
	Negative	-,099
Test Statistic		,099
Asymp. Sig. (2-tailed)		,200

Table 2 shows the results of the homogeneity measurement which shows that the variable X (English Score) and variable Y (Students' Perspective on English) had homogeneous data distribution. This was proven by the significance level of variable X of .516 and variable Y of .490. Both scores were greater than 0.05 so that both data were considered statistically homogeneous. Furthermore, after testing using the *Glejser* test, the researcher did not find any heteroscedasticity problems in the distribution of the data for the two variables so that the analysis could be continued to the correlation test stage using the *Pearson Product Moment* formula.

Table 2. The result of Homogeneity test

		Levene Statistic	df1	df2	Sig.
English Score	Based on Mean	,429	1	43	,516
	Based on Median	,504	1	43	,482
	Based on Median and with adjusted df	,504	1	42,992	,482
	Based on trimmed mean	,443	1	43	,509
Students' Perspectives	Based on Mean	,485	1	43	,490
	Based on Median	,263	1	43	,611
	Based on Median and with adjusted df	,263	1	39,982	,611
	Based on trimmed mean	,351	1	43	,557

FINDINGS AND DISCUSSION

The purpose of current study experiment is to find out the correlation between non-EFL student perspectives towards English subject in their faculty and their English scores. In addition, the researcher also identified the students' general perspectives towards EFL subject in their faculty to make sure whether it was favorable or not favorable.

This finding below relates to the beliefs of students from non-English faculties regarding their motivation to learn English. Data were obtained from the results of student interviews. It was done to provide an outline and explanation regarding students' beliefs on English amid the reduction in foreign language courses at the tertiary level. It also gives an idea of how they hope about the potential for continuous learning of English.

The Curriculum Requires Teaching English Subjects Based on Needs

As students who do not come from the English faculty, they do not expect and are required to learn English structurally and thoroughly. They should concentrate on learning languages based on specific fields and purposes so that it can sustain them in the workforce. The problem that emerges is that sometimes the existing curriculum at the faculty level delivers English as a general subject in the early semester without any continuity. It concerns students because they begin to realize the significance of foreign language mastery in the industrial world. In the excerpts, Z refers to students.

"We thought English subjects would be presented based on needs. I hope to work in the tourism sector. However, the faculty has not yet provided tourism-oriented English courses." - Z5

"English is difficult for me, but I want to master it. It is a shame the course is only in the first semester." - Z1

"I enjoy learning English. However, not all lecturers can provide communicative English lessons." - Z11

The excerpts revealed that students have high motivation to learn English, and some even expect to learn English in specific fields. It illustrates that faculties should provide English classes based on need assessments so that graduates can be equipped with additional skills to compete professionally. Apart from that, the faculty still need to provide an English lesson curriculum to the stage where the specific needs of students' interest in learning are fulfilled. Student interest is also influenced by how lecturers provide English learning. Sometimes lecturers from English language faculties equate the treatment of non-language faculties. Thus, students complain that the pattern of teaching English should be flexible and needs to be more innovative in keeping with the times and across disciplines. It makes students not appreciate the learning process and only get a little exposure from learning activities.

The Extent of Potential Employment Requires Foreign Language Proficiency

English is now not exclusively seen as a language, but English is the reach of marketing, economic and industrial potential that counts toward the selling value of a service. Non-English students recognize that they must master a foreign language to be absorbed into the workforce. So, this allows them to use a foreign language at least at a level that facilitates the transaction process. However, since high school, English is still taught with a structural theme. Explicit learning seems burdensome and has a minor impact. Language proficiency is reflected in its use, not merely in theory. Thus, the researcher believes implicit learning and actual usage encourage students to be encouraged to continue learning independently. Students will also enter a structured language level when their interests and curiosity are nurtured.

"With foreign companies entering my village, English becomes essential." - Z1.

"At first, I underestimated learning English as a foreign language, but when I got an offer to work in a company with the requirement of knowing foreign languages, I changed my mind and wanted to develop my foreign language skills." - Z22.

"I expect to join the youth exchange program. I have a lot of cultural knowledge and artistic skills. However, I am constrained by foreign languages as an absolute requirement." - Z7.

Here it can be noticed that students have various inducements or motivations instrumentally and integratively, but whichever motivation they have displayed how substantial a foreign language is in the 5.0 era. These two motivations affect their learning development. In Indonesia, many foreign companies have entered the industry ecosystem. Those companies require tenacious and communicative workers. For that reason, requiring students to master foreign languages is vital to make them participate in industrial competitions. In addition, due to the massive circulation of information, it certainly does not rule out the possibility that students already have the vision to continue their education abroad or to be involved in cultural projects to introduce Indonesian culture internationally. Once again, the issue above shows that English urgently needs to be mastered as a communication tool and as a commercial medium to gain financial benefits.

Table 3. The result of Descriptive Statistic of both Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Perspective	45	27	59	48,13	7,421
English Score	45	55	95	77,16	9,028

Based on the results of the descriptive statistical calculation, the researcher found that the average value of the Y variable was 48.13, this shows that the positive perspective of non-EFL students on English subjects was very high. Therefore, the researcher concludes that the non-EFL students had a favorable perspective on the presence of English subjects in their faculty. In addition, the researcher also found that the students had an average score of 77.16 in English lessons. Thus, the researcher assumed that there was a correlation between the variables X and Y. Therefore, the researcher continued the analysis using *Pearson Product Moment* correlation analysis.

Table 4 shows that there was a significant correlation between the two variables. Based on the results of the correlation test using *Pearson Product Moment*, the significance value was .0967 which was greater than 0.05%. It indicates that the two variables had a very significant relationship even at a significance level of 0.01%.

In addition, the researcher continued with the regression test to see the R square value of the two variables. In table 5, the student's perspective became the predictor variable (Y) while the English proficiency score became the dependent variable (X). The R Square value in the table was .0934 which indicates that students' perspectives on learning English could explain and predict the score of the variable English score of 93.4%.

Table 4. The result of Pearson Product Moment correlation test

		English Score	Perspectives
English Score	Pearson Correlation	1	,967**
	Sig. (2-tailed)		,000
	N	45	45
Perspectives	Pearson Correlation	,967**	1
	Sig. (2-tailed)	,000	
	N	45	45

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

Table 5. The result of regression test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,967 ^a	,934	,933	2,343

a. Predictors: (Constant), Perspective

b. Dependent Variable: English Score

Table 6 shows that non-English students had an interest and positive perspective on learning English in their faculties. In the table, the researcher also divided 2 variables related to motivation that encourage students to learn English. Based on the results of this questionnaire, students have an optimistic assessment of the learning process and learning attitudes. Students were interested in learning English thoughtfully and believed that English could be learned well as long as students had the confidence to succeed. In addition to the 15 items related to motivation, the researcher saw that students had high learning motivation. This can be seen in the table where students answered the questionnaire items dominated by *strongly agree* and *agree* answers. The two variables were instrumental motivation and integrated motivation. Based on the results of calculating the average mean value of the two variables measured, the researcher found that the mean value of items 6,7,10,11 and 15 collectively was 3.27, while the mean value of items 8,9,12,13, and 14 collectively of 3.22. So that the instrumental motivation was greater than the integrative motivation, these results indicate that non-EFL students learn English for instrumental reasons.

Discussion

In this section, the researcher examines several findings related to the current state of English learning. First, the researcher found that non-English students still have a positive perspective on learning English in their faculty. Second, the researcher also found a link between students' positive perspectives and motivation in the results of learning outcomes in English for non-EFL students. However, the hours of learning English are only limited to general subjects at the college level. It raises new problems when graduates are required to be able to compete in a global era that requires knowledge of English as a universal language.

The current study proved that students is very interested in learning English even though they come from non-English study programs. The researcher also found that research subjects have two types of motivation: integrative and instrumental (Gardner et al., 1983). Gardner & Lambert (1972) believe that instrumental motivation is a type of motivation related to aspects of social and economic prestige that may be obtained when learning a foreign language. Motivation, in general, can initiate students to sustain the process of learning a second language and is a crucial factor in the success of learning a second language (Dornyei,1998). Henry et al. (2015) believe that the motivation that has been cultivated can move students to learn unassisted and have a positive perspective on all learning processes. In addition, Al-Ta'ani (2018) asserts that integrative motivation is a desire that encourages language learners to be able to communicate, interact and integrate with the target language community. In line with this study, Al-Ta'ani (2018) found that the number of students with instrumental motivation was more left than integrative.

Table 6. Descriptive Statistics of non-EFL Students' Perspective toward English

Item	Statements (Learning Behavior & Process)	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	When I entered English class, I was interested in mastering it.	28.9%	57.8%	13.3%	-
2.	While learning English, I believe that this lesson will be easy for me.	8.9%	53.3%	33.3%	4.4%
3.	I believe I will understand English easier if I learn English while practicing it in a conversational context.	33.3%	55.6%	11.1%	-
4.	The English learning materials I get in college are relevant to my daily life.	24.4%	57.8%	17.8%	-
5.	Lecturers always give good directions and instructions so I can absorb learning materials well.	53.3%	40%	6.7%	-
Statements (Perspectives & Motivation)					
6.	I believe that English knowledge will support me in my future career. ^a	40%	46.7%	13.3%	-
7.	I believe knowledge of English makes it easier for me to access information. ^a	46.7%	44.4%	8.9%	-
8.	Even though I'm a non-English major, I think I need to learn English to introduce Bahasa Indonesia to the international scene. ^b	53.3%	35.6%	11.1%	-
9.	I believe that mastering English can expand my knowledge. ^b	46.7%	46.7%	6.7%	-
10.	I learned English because it is possible that I will spend time abroad in the future. ^a	42.22%	44.44%	11.11%	-
11.	I believe learning English can be my capital to get a job. ^a	42.22%	37.8%	20%	-
12.	I study English because I want to blend in with the culture. ^b	26.7%	37.8%	28.9%	6.7%
13.	I learn English not only as a graduation requirement. ^b	35.6%	57.8%	6.7%	-
14.	I study English because I want to have many colleagues from other countries. ^b	36.6%	51.1%	11.1%	2.2%
15.	I study English because I think an educated person at least understands English both orally and in writing. ^a	48.9%	37.8%	6.7%	6.7%

a. Instrumental

b. Integrative

In addition, unassisted or self-directed learning practices are typically still unfamiliar among students because of distractions while studying. However, experts believe that self-directed learning is an aspect that is closely associated with students' motivation. Self-directed learning becomes a goal that teachers and students want to accomplish so that learning does not cease in the classroom and can persist (Sari & Ashadi, 2020).

The learning process carried out thoughtfully and autonomously resulted in students getting more satisfactory learning outcomes. Highly motivated students will always be prepared for all learning challenges and will not be easily discouraged. They have curiosity and want to discover various things in a foreign language and want to know the cultural elements in a foreign language so they can exercise their sense of knowledge and culture. Moreover, highly motivated students will seriously study because they believe that the knowledge they learn will be a device that will make them more accessible to pursue a career. It has been confirmed that motivation significantly impacts

adolescent learning achievement, especially vocabulary mastery (Molyaningrum & Suyata, 2021). In addition, Ahmadi (2017) emphasized that motivation also has a positive impact on improving reading skills. However, he also emphasized that not only students need to be motivated, but teachers must also be motivated to create a positive learning atmosphere (Moskovsky et al., 2013).

Instrumental motivation is indeed the most considerable encouragement for students because they are required to be able to compete and survive in the modern era. English language skills cannot be denied having a significant role in getting a job because many strategic positions require them to be able to use English transactionally (Rahayu, 2018), so many students are interested in learning English to get financial stability. Students who do not want to rhyme with the flow of globalization will lose in the competition, so it will be imperative for students to equip themselves with English language skills.

In addition, in welcoming the ASEAN economic community, educational institutions must be sensitive and prepare educational programs that support the absorption of graduates in the professional world. Eliminating English courses or reducing them will not positively impact language defense. Using English as a global lingua franca may allow the introduction of *Bahasa Indonesia* to the international world. Language is not only influential based on its users, but the language of a social group can be substantial based on a country's economic and social aspects.

Furthermore, English has been an international business language that has experienced integration within the AEC. English has been an official language since 2009 based on article 34 of the ASEAN charter (Jidanpitak, 2019). Educational institutions should design educational programs not only according to the needs of students but also according to the needs of the market (stakeholders). So that the position of students not only as customers (Fairclough, 1993) but teachers and institutions have full responsibility in preparing them for *the real world*.

In the end, English is still the most influential language in the world (Dutta, 2019). English is now not the possession of native speakers but has become the property of its users. English has become a pioneer in issues of education, research, business, Etc. (Rao, 2019) For that reason we no longer have any reason not to use it to muster the development of civilization. Finally, the researcher wants to accentuate that students still need English regardless of their integrative or instrumental motivation. Therefore, top leaders and policymakers need to conduct careful analysis and measurable planning so that the inaugurated decisions do not have a detrimental effect on the community, especially students.

CONCLUSION

It is unequivocal that English is remarkably significant in Industry 5.0, so it would be a disesteem if it were not carried out on an ongoing basis in several universities. Through this research, the researcher found that students from the non-English faculty had a positive perspective on English courses and hoped they would be prepared according to the necessities of the modern era. In addition, the learning achievement scores of students from non-English faculties have been shown to correlate significantly with their perspective on the subject. So, it is proven true that their positive perspective on English subjects can predict their learning achievements. Thus, policymakers and teachers can provide full support so students can be equipped with English proficiency. In addition, teachers are expected to provide material that is in line with the current reality and the culture of the students so that they can absorb learning materials well.

This research is expected to have positive implications for learning English and determining policies at the faculty and national levels. In addition, the research is expected to provide helpful information related to studying psychological attitudes toward language learning. The researcher admits that this research still has many shortcomings, especially in the data that still needs to be improved. This research can be expanded in scope by involving many universities in Indonesia. The researcher also needs to explore other factors that might affect the learning achievement of non-EFL students to provide a more meaningful explanation.

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