

Exploring motivational orientations of English as foreign language learners: A case study in Indonesia

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Abstract

Motivation, which refers to the students' reasons for acting, has been well explored in language learning. The current study is meant to identify the motivational orientations of EFL university students in Indonesia and to investigate whether the west-inspired theories on motivation in learning English are still relevant for the Indonesian EFL students. The sample for this study were 886 university students who were willing to complete the questionnaire. They had studied English since Elementary School and had enough English proficiency. The collected data were analysed to measure internal consistency of hypothesized scales by using item-to-scale coefficient, and the validity of the questionnaire was also provided. To identify learners' motivational orientations, the data were then analysed by running factor analyses and the mean scores of the sub-scales, which ranged from 1 to 5, were computed to identify the degrees of the orientations. The result of factor analysis provides evidence that the motivational orientations of the EFL learners indicate the existence of three orientations and they are labelled as extrinsic orientation, international orientation and intrinsic orientation. By identifying the motivational orientation of EFL learners in the Indonesian setting, curriculum and text book writers, English teachers, and test developers will have a better picture of what the learners need in learning English and provide them with appropriate materials to learn, learning processes to experience, and tests to evaluate their language learning.

Keywords: EFL setting, Indonesian context, international orientation, motivational orientations, self-determination theory

Introduction

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The role of motivation in learning English as a Foreign Language (EFL) has been well documented but studies on motivational orientations of EFL learners in EFL settings are very rare. To mention some, a study by Papi and Teimouri (2014), which examined motivational variables of EFL learners in Iran, reveal that different types of EFL learners based on the motivational variables show different behaviours in

learning English. A similar study which also explored the ¹ role of motivation in learning the foreign language was also ¹ conducted by Tsuda and Nakata (2013). The findings by Tsuda and Nakata (2013) show that different clusters of English learners in Japan exhibit different ways of using learning strategies.

Classifying motivation in language learning under intrinsic and extrinsic orientations is not new (Abrar-UI-Hassan, 2014; Ngo, Spooner-Lane & Mergler, 2015). ⁵ Nevertheless, a classification consisting of integrative and instrumental motivation has also been popular in the context of foreign language learning (Bernaus & Gardner, 2008; Chang & Liu, 2013). Classifying motivation in foreign/second language learning has been dominantly ¹ inspired by Gardner and Lambert (Dornyei, 1994). Gardner and Lambert (1959, 1972) made a distinction between two kinds of motivation in ¹ second language acquisition: integrative motivation and instrumental motivation. ¹ Integrative motivation refers to learners' ⁵ willingness and interest in interacting with members of the L2 group while ⁵ instrumental motivation is defined as the desire to achieve proficiency for practical reasons (Gardner, Trembely & Magoret, 1997; Masgoret & Gardner, 2003). Instrumental motivation seems to be equal to extrinsic motivation in other studies.

However, a ¹ study by Warden and Lin (2000), which was conducted with students in Taiwan, ¹ provided evidence that the integrative motivational group was notably absent in their study. It was argued in their study that the distinction between integrative and instrumental motivation was relevant with ESL learners while in Taiwan students learn English as EFL learners. Au (1988) and Oller (1982) also argue that ²⁶ integrative orientation in relation to language learning was questionable and incapable of generating concrete empirical evidence concerning ¹ causal relationship. The distinction in Gardner's model is understandable since ¹ integrativeness seems to be a big issue in Quebec City, in which French and English are working languages between different communities.

A traditional dichotomy of motivation as intrinsic motivation and extrinsic motivation (Hidi, 2000; Lepper, Keavney & Drake, 1996) is more widely accepted in general education. Dodeen, Abdelfattah and Alshumrani (2014) use this classification to measure motivation in learning mathematics. ¹ Dornyei (1994) also makes a distinction between ⁶ extrinsically motivated behaviours and intrinsically motivated behaviours in language learning. He states that ⁶ extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic

reward⁶ e.g., good scores while intrinsically motivated behaviours¹ are behaviours whose rewards are internal, e.g., the joy of doing a particular activity. Dornyei (2003) claims that Gardner and Lambert's concept of motivation has no obvious parallels in any area of mainstream motivational psychology and its exact nature is difficult to define. Dornyei's concept about motivation in language learning is in line with studies by Noels, Pelletier, Clement and Vallerand (2003), which have also classified motivational orientations in language learning under intrinsic and extrinsic motivation.

Referring to the original concept of motivation in general education, there are four approaches to motivation, namely behavioural, humanistic, cognitive and socio-cultural approaches (Woolfolk, 2004). Woolfolk further describes that, based on the approaches, the sources of motivation will result in different motivational orientations and the result of the motivational orientation will only be grouped under extrinsic and intrinsic categories. The other three approaches will also be useful to interpret the motives which can be classified under intrinsic and extrinsic motivation (Woolfolk, 2004).

Integrative motivation, which⁴ refers to openness to identify, at least in part, with another language community in Gardner's model (Masgoret & Gardner, 2003), is similar to a motive to learn the values and practices of the community to keep one's identity as a community member (Woolfolk, 2004). This motive is known as intrinsic motivation in general education. The integrative motivation introduced by Gardner and Lambert (1959, 1972) can be understood as a parallel with intrinsic orientation of socio-cultural conception of motivation while instrumental motivation is similar to extrinsic orientation. Extrinsic motivation¹⁶ includes a group of factors concerned with motivation arising from external goals (Williams, Burden & Lanvers, 2002). In a language class, because motivation is an internal or attitudinal characteristic of an individual, it is subject to variation and the variation of their motivation is often classified under degree or intensity of motivation (Abrar-UI-Hassan, 2014). Therefore, besides classifying students based on their motivation under two types: those with intrinsic and those with extrinsic motivation, it is also reasonable to group students under degree of their motivation: low, medium and high motivation.

Different approaches¹¹ of psychological theories have inspired researchers on language motivation. Self - Determination Theory (SDT) is one of the most current theories of motivation that has the concept of intention at its core and classifies

human behaviours in the continuum between controlled and self-determined types of intentional responding (Noels et al., 2003; Vallerand, Pelletier & Koestner, 2008). Under the SDT different reasons or goals that give rise to an action are grouped under extrinsic and intrinsic motivation. Ryan and Deci (2000a, 2000b) elaborate the concept of self-determined behaviour in a continuum of relative autonomy. At the far left hand of the continuum is amotivation and at the far right is intrinsic motivation (Ryan & Deci, 2000a). In the SDT amotivation represents the absence of self-determination (Levesque, Copeland & Sutcliffe, 2008). Ryan and Deci (2000a) assume that the far left represents the least self-determined behaviour while the right left represents the most self-determined behaviour. They also state that between the two extremes lies extrinsic motivation, which is defined as doing an activity to attain some separable outcome. They argue that amotivated people do not act at all or act without intent; they may act but their behaviour lacks intentionality. Levesque et al., (2008) explain that between amotivation and extrinsic motivation lie four types of extrinsic motivation: externally regulated, introjected, identified and integrated motivation. The four types vary in the extent to which the behaviours are self-determined. They also believe that people with intrinsic motivation do an activity for its inherent satisfactions from the activity. They also assume that the more self-motivated behaviour of extrinsic motivation may be similar to intrinsic motivation in the sense that both of them represent autonomous learning. The SDT has been developed many studies in a variety of life contexts. The findings of research conducted under the principles of the theory suggest that the theory operate in a similar fashion across areas of research (Vallerand et al., 2008). In language learning contexts, the SDT has been developed in a study conducted by Noels et al. (2003). The finding of their study indicates that motivational constructs in second language learning may parallel motivational principles of the SDT.

Rigby, Deci, Patrick and Ryan (1992) argue that some studies support the idea that people with intrinsically motivated behaviours decrease their activities of extrinsic motivation and this is often interpreted that extrinsic motivation will undermine self-determination. The interpretation seems to support the concept that types of motivational orientations lie in a continuum. However, they also argue that some studies have provided empirical evidence that extrinsic motivation is not necessarily detrimental to intrinsic motivation and indeed the extrinsic motivation can increase intrinsic motivation. That the types of motivation lie on a continuum seems

to be debatable. The conflicting findings may be understood that in some context extrinsic and intrinsic motivation are antagonistic while in some other contexts they may complement each other. Whether in the contexts of language learning, especially in EFL setting, extrinsic and intrinsic motivation lie in a continuum or they are antagonistic role needs further research.

¹ In the present study, which involved EFL learners in Indonesia, motivation refers to the students' reasons for acting and the location of the cause for the action is inside (*intrinsic*) or outside (*extrinsic*) the person. The learners may have different reasons why they learn another language. Their reasons of learning the target language are classified under motivational orientations, namely extrinsic motivational orientation, ²⁸ intrinsic motivational orientation and "integrativeness" ²⁸ motivational orientation. ²⁴ Extrinsic motivational orientation refers to the reasons of learning a target language in order to receive some extrinsic reward, e.g., good scores, ⁶ intrinsic motivational orientation deals with behaviours whose rewards are internal, e.g., the ¹ joy of doing a particular activity, and integrative motivational orientation is related to ¹ willingness and interest in interacting with members of the L2 group. The classifications were assumed to exist among EFL learners in Indonesia. These potential classifications would be validated based on the empirical data collected from language learners in an Indonesian EFL setting. ²³

Therefore, the ¹ objective of the present study is to identify the motivational orientations of Indonesian EFL students. ¹ For this purpose, the research questions in this study are:

1. what are the motivational orientations of EFL university students in Indonesia?
and
2. are the west-inspired theories on motivation in learning English still relevant for EFL university students in Indonesia?

By identifying the motivational orientation of EFL learners, curriculum and text book writers, English teachers, and test developers will have a better picture of what the EFL learners in Indonesia need in learning English and provide them with appropriate materials to learn, learning processes to experience, and tests to evaluate. The EFL learners are not necessarily demanded to use the target language as accurately as native speakers of English, which may not be in

accordance with their orientations in ⁸ learning English as a lingua franca in the era of globalization.

Methodology

Sample

A Non-probability sampling was used for data collection. The target population of the present study were new students of a university in Indonesia who studied at different faculties and they came from different areas in the country. The students came from different levels of social economic status and different ethnic groups. In Indonesia the students were generally classified under two main groups based on their concentrations, namely social studies and sciences. In the university where the present study was conducted social studies include education faculty, economic and bussiness faculty, law faculty, and faculty of social sciences and politics while sciences include agriculture faculty, engineering faculty, medical faculty and faculty of sciences.

Approximately 1 week prior to the start of the first semester, the new students were invited to have English Entrance Test as a part of the educational process in the university. Before the students worked on the English test, the students were briefed on the nature of the questionnaire and confidentiality was confirmed. All of the students were given the questionnaire and given explanation on the purpose of the study and they were allowed not to be involved in the study. Nine hundred students ²⁷ were willing to participate in the study and submitted the filled questionnaire but 886 students completed the questionnaires and formed the sample for this study. They were allowed as much time as they needed to complete the questionnaire. The reason of choosing the participants was that the students had enough English proficiency since they had studied English long enough and experienced in learning English since Elementary School. The present study, which is meant to investigate a contemporary phenomenon within the real life of EFL learners (Nunan, 1993: 76), is a case study in an Indonesian context.

Instrument

In the present study positivism paradigm was followed in the sense that students' behaviours were predicted by using a measurement to collect quantitative data. The

research instrument for motivation was a self-report questionnaire (see Appendix). The questionnaire was adapted from Abrar-UI-Hassan (2014) and Gardner et al. (1997). Item nos. 1 to 4 were adapted from Gardner's measurement to identify the existence of integration issue in learning English as a foreign language in Indonesian context. Item nos. 5 to 12 were developed from Abrar-UI-Hassan (2014) to classify learners' motivation under extrinsic (item nos. 5 to 8) and intrinsic orientation (item nos. 9 to 12). The items developed in the current study were based on the hypothesis language learners' motivation are context-dependent (Belcmehri & Hummel, 1998), not exclusively intrinsic or intrinsic. The questionnaire measures motivational orientations by providing choices ranging from "never true of me" to "always true of me" and the scores range from 1 to 5. The questionnaire was translated into students' native language (Indonesian) before they were administered.

Data Analysis

The collected data were recorded in PSWS (SPSS) 18.0. The data were analysed to measure internal consistency of hypothesized scales by using item-to scale coefficient. This was done to obtain an indicator of the scales' unidimensionality by determining if the responses to a particular item reflected the pattern of responses on other items (de Vaus, 1985). In general, the results of the internal consistency of the questionnaire used in the present study cannot be regarded as high but lower Cronbach alpha scores are often considered to be acceptable when scales for measuring attitude or motivation in language learning contain only a few items. Dornyei and Scizer (2002) considered their questionnaire acceptable for the analysis to explore motivation in learning target languages. The validity of the questionnaire was assessed by correlating each item with its construct. The alphas of the motivational orientations are .70, .53, and .77 for extrinsic orientation, intrinsic orientation, and international orientation respectively (see Table 1). The empirical evidence shows that the items had high correlation with their constructs so that the items developed in the present study were considered valid (see Table 2). To identify their motivational orientations, the data were analysed by running factor analyses and then the mean scores of the sub-scales were computed to identify the degrees of the orientations. Since there has been no previous research on EFL motivational orientations in Indonesia and the questionnaire used in the present study was newly

developed, it seems appropriate to use exploratory factor analysis (EFA) in order to identify the constructs of the questionnaire, not to confirm or disconfirm the underlying structure of the measure (Karami, 2014: 3). In the present study intercorrelations among components were not the main concerns so that varimax rotation was used in running the EFA. The varimax rotation was also used in order to minimize the number of indicators which were highly loaded on each factor.

Result

Three Factors of Motivational Orientation

Table 3 provides data that there are three items which were highly cross-loaded. The first highly cross-loaded item *I want to improve my English because it will enable me to better understand the cultures of native speakers of English* was loaded on Factor 2 (loading = .50) and Factor 3 (loading = .45). The second was *I want to improve my English because mastering English makes me confident* was loaded on Factor 1 (loading = .32) and Factor 3 (loading = .53). The last was *I want to improve my English for travelling* was loaded in Factor 2 (loading = .33) and factor 3 (loading = .45). The cross-loaded items were decided to load on the factors of which loadings were higher.

As shown in Table 5, Factor 1 received appreciable loadings from 4 items and accounted for 19.75% of the common variance, Factor 2 with 4 items accounted for 17.04%, and Factor 3 with 4 items accounted for 13.62%. The initial statistics also indicated that according to the Scree test of the motivation items developed in this study were best explained by a 3-factor solution accounting for 50.42% of the common variance. Factor 1 comprises four items with factor loadings ranging from .60 to .74. The items loaded on factor 1 are 1). *I want to improve my English because in the era of globalization I need English*, 2). *I want to improve my English because it will allow me to have access to information written in English*, 3). *I want to improve my English because it will allow me to get a good job*, and 4). *I want to improve my English because it will allow me to get good scores of English in school*.

Factor 2 was defined by positive loadings on 4 items and accounted for 17.04% of the common variance. The four items loadings ranged from .50 to .75 and the items are 1). *I want to improve my English because it will allow me to meet with more native speakers of English*, 2). *I want to improve my English because it will allow me to participate more freely in the activities of native speakers of English*, 3). *I*

want to improve my English because it will allow me to gain good friends more easily among native speakers of English, and 4). I want to improve my English because it will enable me to better understand the cultures of native speakers of English.

Factor 3 was determined by appreciable loadings from four items and accounted for 13.62% of the common variance. The four items are 1). I want to improve my English because I want to master a foreign language, 2). I want to improve my English because I enjoy learning a foreign language, 3). I want to improve my English because mastering English makes me confident, and 4). I want to improve my English for travelling. The four item loadings range from .45 to .65.

An analysis of reliability was carried out to examine the cohesion of the items of the motivational measurement. With a relatively high level of Cronbach's alpha of 0.73 (see Table 1), the scale was internally consistent; therefore, the criteria on internal consistency of the scale were met in this analysis.

Attention was then directed towards intensifying the extent of factorial support for the hypothesized constructs of the motivational scale. The data were analysed by means of a principal component analysis, with varimax rotation with Kaiser Normalization. It was found that Bartlett's Test of Sphericity was significant ($p = 0.000$) and KMO (Kaiser-Meyer-Olkin) Test was 0.81, exceeding the recommended value of .6; therefore, the data are suitable for factor analysis. In reference to the eigenvalues, three factors would be extracted because they have Eigenvalues greater than 1.00. A varimax rotation was then run in order to aid in the interpretation of the three factors. All loadings greater than 0.3 were considered; this was meant to determine the interpretation and labelling of the factors as well. In general, all items loading on Factor 1 have the highest means, followed by the items loading on Factor 2, and all items loading on Factor 3 have the lowest means. As shown in Table 4, the mean scores of all items loading on Factor 1 is 3.60, the mean score of those loading on Factor 2 is 3.13 and the mean score of the items loading on Factor 3 is 2.76.

As shown in Table 5, the Cronbach's alpha of the items loading in factor 1 is .70 and the items loading in factor 2 is .77. Even though the Cronbach's alpha of the items loading in Factor 3 is very low (.53), the items loading on this factor are maintained. In motivational studies, a factor with low Cronbach's alpha may be considered in an analysis, especially in a questionnaire with few items (Dornyei & Scizer, 2002; Henry & Apelgren, 2008).

Initially, the items developed in the questionnaire were hypothesized to relate to two motivational orientations: intrinsic and extrinsic motivation. However, the factor analysis of motivational data provides empirical evidence that motivational orientations in learning English in EFL setting has three meaningful sub-components. Consequently, the questionnaire which had been expected to have two constructs are reinterpreted and renamed accordingly. Empirically, the reasons of learning English as a foreign language in the Indonesian context has three sub-components of motivation.

Factor 1 seems to reflect the reasons of learning English in order to arrive at some instrumental end: extrinsic motivation. Factor 2 corresponds to *international orientation* because it loaded appreciably on four items dealing with reasons for learning English to integrate with people from other countries. Consequently, Factor 2 was labelled *international orientation*. The last factor (Factor 3) was called *intrinsic motivation* since all items loading on this factor were concerned with the ideas that the students learned English voluntarily and they learn the language for fun. Their reasons of learning English are internal to themselves.

Even though the items : *I want to improve my English because it will enable me to better understand the cultures of speakers of English* and *I want to improve my English for travelling* loaded highly in more than one factor, namely factor 2 and factor 3, these two items in the present study were grouped under factor 2 and 3 respectively. This grouping was based on the consideration that the behaviour expressed in the first item refers to international orientation (factor 2) and the second item to behaviour whose rewards are intrinsically motivated of Dornyei (1994), which belong to factor 3.

Correlation Analyses among the Sub-Scales of Motivation

Once the final three factors were decided, correlation analyses was conducted to identify how the items loading on the factors were correlated one another. As shown in Table 6 that the sub-scales of motivation were significantly correlated. To the degree that they correlate, the subscales share variance, and the magnitude of r^2 indicates the amount of variance that is interrelated (Hatch & Lazaraton, 1991). Since the correlation between extrinsic motivation and international orientation is .38, it could be said that the two sub-scales overlap to the extent of r^2 (or 14%). This suggests that the overlap of the two sub-scales is 14%, or 14% of the variance in

extrinsic motivation can be accounted for by the variance of international orientation and vice versa. The variance of international orientation and intrinsic motivation that overlap is 16% ($r = .40$) while extrinsic and intrinsic motivation overlap to the extent of 9% ($r = .30$). Their international orientation in learning English is closer to intrinsic motivation ($r = .40$) than their extrinsic motivation ($r = .30$). It may imply that intrinsic motivation has a closer relationship with integrative orientation than those among the other motivational orientations while intrinsic motivation and extrinsic motivation are the least correlated among the three sub-scales of motivation. This is probably understood as evidence that EFL learners in this study do not have a single sub-scale only but have the three sub-scales of motivational orientation, with different degrees of motivation. The inter-correlation among the three sub-scales may imply that the learners had a combination of the motivational orientations in learning English in an Indonesian EFL setting and the motivational orientations of learning English: international orientation, extrinsic orientation and intrinsic orientation are not mutually exclusive.

Discussion

Three Motivational Orientations in Learning English as a Foreign Language in Indonesia

Referring to different concepts of motivation, different studies on motivation have produced different numbers of motivational classifications. Dornyei (1990) conducted a study with 134 young learners in Hungary to determine their motivation constructs relevant to foreign language learning. His study provided evidence that there were seven types of motivation. Belmechri and Hummel (1998) conducted a study with 93 students in Quebec City area and with a means of factor analysis the findings of their study introduced 11 constructs of students' orientations and motivation to learn ESL. A similar study conducted by Noels et al. (2003) was also aimed at identifying motivational constructs and their study introduced seven types of motivation among 159 participants. Another study which identified the motivational constructs in learning another language was also conducted by Li (2014) and the study revealed that 12 factors of the motivational questionnaire were produced. As a result of the reliability and the factor analyses in the current study the motivational orientations were classified into three main types of motivational orientations- not two- : extrinsic and intrinsic orientation, and international orientation.

Initially, travel orientation in this study was expected to be grouped together with the other variables of extrinsic motivation. After the analysis it turned out to load on the construct which was labelled *International orientation*. International orientation yielded in the factor analysis conducted in the current study seems to respond an issue that in the context of globalization motivation in learning a foreign language needs redesigning. As Ryan (2006) indicates that the majority of learners of English in the world expend extraordinary effort to learn the language without holding immediate prospect rewards. Ryan (2006) also suggests that language learning motivation should be reconceptualised in order to provide the growing majority of English learners who need English as a means of communication in the context of globalization. The empirical evidence in the current study seems to indicate that international orientation represents the aspiration of the group of English learners who are hard to be grouped under either extrinsically or intrinsically motivated. The emergence of the international orientation in this study supports the finding of a study conducted by Kim and Kim (2016), which involved Korean High School students studying English as a foreign language. The data of their study, which were also collected through a questionnaire and analysed through exploratory factor analysis, provides evidence that international posture is one of the nine motivational orientations in a Korean context.

The “integrative” orientation in the current study was called international orientation. International orientation may be similar to integrative motivation of Gardner and Lambert (1959, 1972) in the sense that language learners should have desire for communication and interaction with people coming from another group. Integrative motivation of Gardner (2000) is defined as the desire for interaction with the target language community and willingness to identify with the native speakers of the language. However, international orientation in the present study refers to the reasons for learning English in order to meet with speakers of English. The speakers of English are not necessarily speakers of English from Anglophone countries, and understand their cultures. This orientation covers the notion of traveling abroad. The international orientation seems to be conceptualized as a form extrinsic motivation, which refers to activities performed in order to attain some separable outcome (Ryan & Deci, 2000a), such as *interacting with speakers of English*. Integrative motivation is also performed in order to attain outcome which are external to the language learning itself, namely *integrating with the native speakers of the target language*.

Noels et al. (2000) suggests that integrative orientation could be a form of extrinsic motivation. The integrative motivation is multi-faceted and the motivation is partly instrumental and partly integrative in foreign language contexts (Dornyei, 1990). This seems necessary to further explore whether the international orientation lies in a motivational continuum of the SDT or it is another orientation parallel to the extrinsic and intrinsic orientations.

The finding of the current study is in line with the finding of a study in the same context, which was conducted by Lamb (2004) in another province in Indonesia. The findings of his study indicate that integration with Anglophone countries was not relevant with Indonesian learners. To EFL learners in Indonesia, learning English seems to be a part of the globalization processes (Setiyadi & Sukirlan, 2016). All aspirations that the EFL learners in Indonesia have are associated with developing a global identity that gives them a sense of belonging to a worldwide culture (Lamb, 2004). Similar studies by Nel and Müller (2010) and Du Plessis and Louw (2008), which were conducted in South African settings, also suggest that English has been a global language for the nation among the speakers of local languages such as Sulu and Sepedi. In the country teachers and students indicate their preferred language of communication at schools is English. A study by Ke and Cahyani (2014) also support the finding of the current study that the concepts of the emerging paradigms of English as a Lingua Franca should be considered in teaching English in Indonesia. Some other studies also provided no evidence that an integrative orientation existed in language learning (Belmechri & Hummel, 1998; Warden & Lin, 2000; Zhao, 2012). A study by Tang, Ting and Nurjanah (2011), which involved Malaysian students, may support the finding in this study that EFL students tend to be more extrinsically motivated in learning English and the students seem not to be interested in the integration into L2 community. However, a study which was conducted with students in Philippines (Ditua, 2012) provides evidence that they were both instrumentally and integratively motivated. That the students in Philippines were integratively motivated was understood since the motivational orientations of the English learners in this study were measured by using Gardner' Attitude and Motivation Battery Test, which is meant to identify integrative orientation in learning English. It may be challenging to explore whether the different motivational orientations of the EFL learners in different EFL settings such as Indonesia or African countries are culturally loaded and whether they need

motivational measurements specifically developed for the context of EFL learners from different regions. This seems to call for further research.

The integrative motivation in learning English seems to be relevant in the context and time when the research was conducted (Gardner & Lambert, 1959). Since the role of English has been changing as an international language and becoming associated with global culture (Cziser & Dornyei, 2005), an appropriate theory of language learning motivation and its learning, especially in the EFL context, is required (Ryan, 2006). Lamb (2004) also suggests that the notion of integrative motivation in the context of Indonesian EFL setting needs to be examined. Rueda and Chen (2005) indicate that developing motivational theories in foreign language learning are important but they are not universally applicable since learners from different ethnic groups perceive a target language and purpose of acquiring a foreign language differently (Clement & Kruidenier, 1983). The current study seems to indicate that the integrative motivation, which has been developed in ESL setting and in which the integration becomes an issue in the community, is not relevant for Indonesian EFL learners in the era of globalization. The EFL learners in the current study have “integrative” international orientation but they need to integrate with people from other countries by using English as a lingua franca.

Are Extrinsic and Intrinsic Orientations Antagonistic or Complementary?

As shown on Table 6, the international orientation and intrinsic motivation were closely correlated than the other orientation. The closer correlation between the international orientation and intrinsic motivation may suggest that the reasons of the EFL learners which are grouped under the international orientation are closely linked with intrinsic orientation. Their reasons which are grouped under the international orientation in the current study may be distinguished from the reasons to learn the target language in order to arrive at some instrumental end, which are grouped under extrinsic motivation.

Even though their international orientation may be considered as a means for them to go international (external reasons), the reasons may be understood as self-determined behaviour of extrinsic motivation. Referring to the SDT the reasons the EFL learners in the current study are believed to be self-determined behaviour. This may suggest that at this point the EFL learners invest energy in an activity because of its importance for achieving a valued goal, which may refer to *identified regulation*

of extrinsic motivation in the SDT (Noels et al., 2003). This is similar to intrinsic motivation (internal reason) in the sense that both of them represent autonomous learning. The finding of the current study may support, to some extent, the notion of the SDT that there are four types of extrinsic motivation with different degrees to which the behaviours are self-determined. In many studies it has been indicated that the four types of motivation lie between one end (amotivation) and the other end (intrinsic motivation) in a continuum of motivational orientations (Noels et al., 2003; Ryan & Deci, 2000b; Vallerand et al., 2008). However, the empirical data in the current study may indicate that international orientation in EFL learning, which belongs to extrinsic motivation, is closely linked with self-regulated behaviour of intrinsic motivation. Even though the finding seems to be in line with the SDT, the finding may not support the notion of SDT that motivation lies in a continuum. The close relation between the international orientation (external reason) and intrinsic motivation (internal reason) may indicate that motivational orientations do not lie in a continuum. The EFL learners in the current study have orientations which are considered external and internal external to the activity at the same time. Language Learners may have more than just one reason when they engage in one activity over time (Vallerand et al., 2008).

In sum, the findings in the current study indicate that the integrative motivation is not relevant for Indonesian EFL learners in the era of globalization. The EFL learners in Indonesia need to integrate with people from other countries by using English as a lingua franca. The findings also support that motivational orientations of EFL learners can be explained by referring to the self-determination theory. The emergence of the international orientation in learning a foreign language may be a new paradigm of English as a Lingua Franca in Indonesia. That the international orientation is closely linked to intrinsic motivation may support the concept that extrinsically motivated learners with more self-determination is similar to intrinsically motivated ones in the sense that both types of language learners perform autonomous learning.

Suggestion

The conclusion of the current study must be considered with caution because not all sub-scales of motivation have very high internal consistency, especially the sub-scale of intrinsic motivation. It seems worth exploring motivational orientations with

more types of motivation as indicated in the SDT. More items for each type need to be developed in order to have more trustable findings on motivational orientations in EFL. It may be the subject of further research to explore similarities and differences on language motivation between ESL and EFL contexts related to the SDT.

This article has presented motivational orientations in an EFL setting from Indonesian context. It may be possible to explore more samples from different contexts and different cultural backgrounds. This can provide a more reliable picture of the reasons for learning English as EFL and identify the motivational development, if any, in response to the status of English as a lingua franca in the era of globalization.

Table 1 Questionnaire Scales and Internal Consistency Coefficients

Scales	Number of items	Cronbach's alpha
Extrinsic orientation	4 items	.70
International orientation	4 items	.77
Intrinsic orientation	4 items	.53
Motivational orientation	12 items	.73

Table 2 Validity of each item with the constructs

Orientation	Item Nos
Extrinsic orientation	1) .696**, 2) .691**, 3) .769**, 4) .623**
International orientation	1) .465**, 2) .682**, 3) .724**, 4) .501**
Intrinsic orientation	1) .679**, 2) .725**, 3) .700**, 4) .653**

** = $p < 0.01$

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Table 3 Rotated Component Matrix

	Component		
	1	2	3
I want to improve my English because in the era of globalization I need English.	,755	,176	
I want to improve my English because it will allow me to have access to information written in English.	,735		
I want to improve my English because it will allow me to get a good job.	,724	,151	,111
I want to improve my English because it will allow me to get good scores of English in school.	,613		,254
I want to improve my English because it will allow me to meet with more native speakers of English.		,758	,201
I want to improve my English because it will allow me to participate more freely in the activities of native speakers of English.	,204	,726	,231
I want to improve my English because it will allow me to gain good friends more easily among native speakers of English.		,677	-,128
I want to improve my English because it will enable me to better understand the cultures of native speakers of English.		,503	,453
I want to improve my English because I want to master a foreign language.	-,225		,653
I want to improve my English because I enjoy learning a foreign language.	,275	,189	,564
I want to improve my English because mastering English makes me confident.	,321	,131	,534
I want to improve my English for travelling.	,268	,333	,454

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 5 iterations.

Table 4 Descriptive Measures

Construct	Item	Factor loading	M	SD	Cronbach's Alpha
Extrinsic Orientation	2 I want to improve my English because in the era of globalization	.749	3.70	.50	.70
	2 need English				
	2 I want to improve my English because it will allow me to have access to information written in	.727	3.47	.58	
	2 English				
	2 I want to improve my English because it will allow me to get a	.707	3.70	.48	
	2 good job				
	2 I want to improve my English because it will allow me to get good scores of English in school	.607	3.54	.56	
Mean = 3.60	2 SD = .39				
International Orientation	2 I want to improve my English because it will allow me to meet	.785	3.20	.67	.77
	2 with more speakers of English				
	2 I want to improve my English because it will allow me to participate more freely in the	.756	3.19	.63	
	2 activities of speakers of English				
	2 I want to improve my English because it will allow me to gain good friends more easily among	.654	3.15	.67	
	2 speakers of English				
	2 I want to improve my English because it will enable me to better understand the cultures of	.522	2.90	.69	
	2 speakers of English				
Mean = 3.13	SD = .49				
Intrinsic Orientation	4 I want to improve my English because I want to master a foreign language	.705	2.28	.69	.53
	2 I want to improve my English because I enjoy learning a foreign	.536	2.89	.64	
	2 language				
	2 I want to improve my English because mastering English makes	.492	3.09	.70	
	2 me confident				
	2 I want to improve my English for travelling	.394	3.20	.73	
Mean = 2.76	SD = .45				

Table 6 Inter-correlations among motivational orientations

n = 886	Extrinsic Orientation		International Orientation		Intrinsic Orientation	
	<i>R</i>	Sig	<i>R</i>	Sig	<i>R</i>	Sig
Extrinsic Orientation			.380**	.000	.305**	.000
International Orientation	.380**	.000			.408**	.000
Intrinsic Orientation	.305**	.000	.408*	.000		

** p < .01

*p < .05

Appendix Motivational Orientations of Learning English as a Foreign language

Directions:

You will find some statements about your reasons in learning English. On this questionnaire, please write your response (1, 2, 3, 4, or 5) that tells how true of you the statement is.

No	Statement	Almost always true of me					Almost never true of me
		1	2	3	4	5	
1	I want to improve my English because it will allow me to meet with more speakers of English.						
2	I want to improve my English because it will allow me to participate more freely in the activities of speakers of English.						
3	I want to improve my English because it will allow me to gain good friends more easily among speakers of English.						
4	I want to improve my English because it will enable me to better understand the cultures of speakers of English.						
5	I want to improve my English for travelling.						
6	I want to improve my English because it will allow me to get a good job.						
7	I want to improve my English because it will allow me to get good scores of English in school.						
8	I want to improve my English because it will allow me to have access to information written in English.						
9	I want to improve my English because I want to master a foreign language.						
10	I want to improve my English because I enjoy learning a foreign language.						
11	I want to improve my English because mastering English makes me confident.						
12	I want to improve my English because in the era of globalization I need English.						

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