

MOTIVATION TOWARD ENGLISH LANGUAGE PERFORMANCE OF A NON-ENGLISH MAJOR STUDENT

Florentina Sinap, Endang Susilawati, Eni Rosnija
Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak
Email: [Email: florentina_s@student.untan.ac.id](mailto:florentina_s@student.untan.ac.id)

Submitted: 30 March 2021

Accepted: 20 June 2021

Online Published: 10 July 2021

doi: 10.26418/jeep.v2i2.46007

URL: <http://dx.doi.org/10.26418/jeep.v2i2.46007>

Abstract

The purpose of this research was to identify what kind of motivations (instrumental or integrative) had been affected the student's English language performance at college. This research design was a case study and the participant was a student of Law Faculty of Tanjungpura University. The data were obtained from supported documents such as the student's paper grade, certifications of participation, and interview results. The data analysis is focused on modifying the Gardner socio-educational model called Attitude, Motivation Test Battery (AMTB) in Masgoret and Gardner's conducted study (2003). It covers the aspects of attitudes toward the learning process, motivation, integrative orientations, and instrumental orientations. The results of this research were classified into two points. The first finding showed that the student had been motivated instrumentally and integratively, and the second finding showed that the student had mostly been motivated instrumentally. For integrative aspects, being integrated with the society of the target language is not considered to be prioritized. The student expects it while doing his long-term practical goals, and meanwhile, for instrumental aspects, they cover academic goals, career goals, and self-development. Overall, it can be simplified that motivations had been contributed to the student's achievements by determining his persistence in reaching a specific goal.

Keywords: *English Language Performance, Motivation, Non-English Major*

To cite this paper (in APA style):

Sinap, F., Susilawati, E., & Rosnija, E. (2021). Motivation toward English language performance of a non-English major student. *Journal of English Education Program*, 2(2), 66-78.

INTRODUCTION

The English language plays an essential role in a person's globalization ability in a current era, specifically communication. To support this situation, the government provides some practical policies to ensure that people can improve their knowledge through formal class and informal classes such as English training and English communities. In the tertiary education level such University of Tanjungpura, English has been considered a significant

and compulsory subject among the non-English departments. The students have to master the English language at least as a communication level based on language skills: speaking, listening, reading, and writing with a limited credit course, which are 2 to 4 credits. It will be an obstacle to improve their ability. As English is a significant subject with limited credit course as mentioned above, in some situations, to overcome this problem, some students decided to take an extra class by attending an English club or participating in English debate competitions as the student of this research did for instance.

In English debate competitions, a team consists of two or three members, depending on the rule. In this case of research, the student has a partner from the English department, which means she has already been learning and getting the English subject environment as her daily academic activities in college from the first semester. For these considerations, the researcher decided to choose him as a participant in this research. The researcher wondered about what kind of motivation might contribute to the student's achievements as Rehman, et. al. (2014, p. 254) stated that, "Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language." It is supported by Brown's study cited in Daskalovska (2012, p. 1). It is defined that, "motivation as an inner drive, impulse, emotion or desire that moves one to a particular action." Therefore, the researcher interested to know whether that motivation is oriented as instrumental or integrative based on Gardner's socio-educational model called Attitude, Motivation Test Battery (AMTB) in Masgoret and Gardner conducted study (2003).

Moreover, this study is supported by several relevant studies. The first study has conducted by Rahman, et al. (2017). It determines factors affecting motivation in language learning in general. It shows the student's motivation is affected by teachers, followed by the student's attitude, and parental influence as one of the environmental factors. The second study has conducted by Rehman et al. (2014). It aims at drawing a comparison between two types of motivation that are instrumental and integrative and observing which kind of motivation is most popular among students. The finding indicates that the students are instrumentally motivated to get good marks and a good job, apply for higher education, and other benefits in the future. These two studies are also reflected in a conducted research by Al- Ta'ani (2018).

The gaps between this research and the previous ones are the purposes and population. The first previous conducted research by Rahman, et al. (2017) was purposed to investigate factors affecting motivation in language learning in general. The finding indicates that student's motivation is affected by teachers, followed by the student's attitude and parental influence. The second previous conducted study by Rehman et al. (2014) was purposed to compare two types of motivations that are integrative and instrumental, and they would be observed to find which one is most popular among research subjects. The finding shows that the students were instrumentally motivated. With the references of conducted studies, the researcher would analyze and describe the aspects of instrumental and integrative motivations, i.e., academic goals, career goals, and self-development in detail since they have not been studied in the two previous studies that have been mentioned. Therefore, the research questions are formulated as follow: (1) What kind of motivation (instrumental or integrative) contributes to student's English language performance? and the objective is at describing the motivation that he belongs to.

THEORETICAL FRAMEWORK

Foreign Language Motivation

Motivation in this research is considered the reason for acting or behaving in a particular way or the general desire or willingness of someone to do something. For example, attending an extra English learning community to improve their English ability for future goals. In this research, the supported theories and conducted studies of motivation would focus on identifying what kind of motivation (instrumental motivation or integrative motivation) contributes to the English language performance of a non-English major student based on his achievements. The grand theory used in this research was from a conducted study by Masgoret and Gardner (2003). This conducted study covers the terminologies needed in this research, such as the definition of motivation in general, and Gardner's socio-educational model called Attitude, Motivation Test Battery (AMTB) that was adapted.

Masgoret and Gardner (2003, p. 173) have defined that "The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals" and Gardner supports this claim cited in Daskalovska et al. (2012, p. 2). It shows that "Motivation in the present context refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning the language." On that point, Rehman et al. (2014, p. 254) have stated that "Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process, especially in learning the second language." In line with, Anjomshoa and Sadighi, in their study (2015), have shown that "Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are (p. 130). Overall, those three studies have stated that motivation involves the learner's achievements besides his/her attitudes toward the learning process itself.

Besides, the previous studies of Gardner & Margoret (2003, p. 126), and Gardner & Lambert (1992) cited in Rehman et al. (2014, pp. 254-255), and Gardner and Lambert (1972) cited in Khan (2016) have suggested that motivation is considered as a central element and language proficiency in determining the learning process's success. Their study also claims that two orientations influence the motivation. They are integrative orientations and instrumental orientations. Therefore, this study's results would only highlight about instrumental or integrative motivations and which one mostly had been affected the language performance based on record of achievements.

Instrumental Motivation

Masgoret and Gardner (2003, p. 174) claim that instrumental refers to practical reasons. In this research, the practical reasons are specifically about academic goals, career goals, and self-development. These instrumental reasons are supported by another theory that claims, "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn the language. It subsumes such

utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2" (Dornyei et al., 2006) stated in Zanghar (2012).

The examples of learners who are instrumentally motivated are having a desire for passing the school or university graduation requirements, requesting a high payment based on language competence or ability, applying for a job, and so on in case of social status circumstances. In short, instrumental reasons refer to those reasons, which stress the pragmatic aspects of learning the second language, without any particular interest willingness to be integrated with the community of target language and they are indicated as practical reasons.

Integrative Motivation

Integrative in motivation refers to a favorable attitude toward the target language community. According to a conducted study by Masgoret and Gardner (2003), it points that "The Integrative Orientation scale presents reasons for learning a second language that emphasize the notion of identification with the community." In this research, it is covered by points of socio-cultural life, and individual behavior. Another Gardner's study suggests that it is possibly a wish to integrate and adapt to a new target culture through use of the language as cited in Alizadeh (2016). On this point, an example of integrative motivation is when learners intend to learn target for being integrated with a particular foreigner. In the case of university student's language learning where the research has been conducted, motivation can be considered goal or orientation and has been regarded as one of the main factors influencing the speed and amount of foreign language learners' success. The successful learners are those who have good English learning performances. They could be academic performances in a formal class or co-extracurricular performances.

For Tanjungpura University, in the learning process, the final result of the students' performance in English subjects can be seen by the result at the end of the semester. It is measured by a score on an academic paper. Meanwhile, the co-extracurricular performance can be seen by the certifications of their participation in some events or competitions. The performance itself can be affected by some reasons such as low basic skills or less practice and motivation or even a less course.

Definition of Language Performance

Performance in this research is highlighted explicitly about language performance of student. It asserts about two kinds of language performance in English language skills generally. The first is oral performance and the second is written performance. This section would only be focused on oral performance since his records are dominantly referred about his achievements in debate competitions. It is also known as speaking performance. Brown's study cited in Husnawati (2017) highlights that speaking "is an interactive process of constructing the meaning that involves producing, receiving, and processing information" (p. 8). Sheriff et al. (2019, p. 52), refer the performance as "...what people actually say or understand by what someone else says on a given occasion." Furthermore, they point out it as "...the actual use of language in concrete situations."

The student's performance in English can be ranged as excellent or failed. For non-English major students, having an excellent English performance could not be easy as it seems,

especially in the English competition. In this case, the English competition is specifically discussed about debates. It is not easy since their study background and their daily life at college are not using English language in formal classes for a long time. At the tertiary level of Tanjungpura University in general, English is learned only at the introduction level or shortly called General English (GE). It could not cover the four skills intensively, and the limited credit would be an obstacle for students to master it at communication. In this study, the focus of the English subject would be on the Faculty of Law, where this research participant is studying.

In the Faculty of Law, the students learn English subject related to the law terms, or shortly called English for Specific Purposes (ESP). It is designed to provide the students' needs or termed target needs. Agustina (2014, p. 39) stated that in the English language teaching process, two of four characteristics of ESP are first, the learning process is related to content to particular disciplines, occupations, and activities. Secondly, the learning process is also differentiated from General English. These statements have covered the objective of English subject in the participant's environment study of a formal class. Moreover, in his English class, he stated that the learning outcomes were they could discuss and explain English topics as well. The issues could be about the beginning of the law, the science of law, the rule of law as a system, introduction to Indonesia law, international law, the United Nations. In this case, the participant could overcome his situation.

Language Learning Motivation and Language Performance

This section covers the relationship between language motivation and language performance reflected on several relevant studies. The first is Masgoret and Gardner (2003, p. 173) that have defined "The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals." The second study is by Rehman et al. (2014, p. 254) that has stated "Motivation is considered as an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process, especially in learning the second language." The third is study by Anjomshoa and Sadighi (2015).

Moreover, in line with, they have claimed that "Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are (p. 130). The fourth is Brown's study cited in Daskalovska (2012, p. 1). It is defined that "motivation as an inner drive, impulse, emotion or desire that moves one to a particular action." Those fourth relevant studies can be simplified that a motivated person exhibits a persistence or desire to achieve a specific goal whether it is the current goal or further goal. Overall, it is necessary to investigate the motivation behind the successful learners in their language performance.

THE STUDY DESIGN

This section covers research design, research participant, the technique of data collection, and data analysis. The design of this research was a case study using a qualitative approach. O'Leary (2017) has defined a case study as "a method of studying elements of

the social through comprehensive description and analysis of a single situation or case, for example, a detailed study of an individual, group, episode, event, or any other unit of social life organization." In this research, a case study means a study in depth. Meanwhile, depth was intended to explore and analyze all peculiarities of a case and intensively study a phenomenon but provide subjective information rather than objective one and not generalize beyond the knowledge. This research carried out the objectives to investigate and analyze a situation or phenomenon where student's primary one could be between instrumental and integrative motivations and its impact on their achievement as Kothari (2004) has stated that a case study is carried out with depth study rather than breadth study. In line with, "It provides an overview and in-depth understand of a case(s), process and interactional dynamics within a unit of study but cannot claim to make any generalization to a population beyond cases similar to the one studied" (Kumar, 2011).

Research Participant

This research was conducted at Tanjungpura University in the academic year of 2020/2021 on a seventh-semester student of the Law Department. He had studied English subjects in the previous semester and has good academic achievements in informal learning activities. He went to bilingual classes from his primary until high school times. For the previous semester's formal class's English language achievements, he got a score "A" and the latest Grade Point Average (GPA) was 3.72. It is considered as excellent regarding the academic range comparison score. Moreover, he used to be the best speaker of national debate competitions for university students from 2018 until 2019. In 2019, he and his partner had been nominated as the Best Team 3 in the internal level of Tanjungpura University and the Best Novice Speaker at the national level. His latest achievement of debate competitions was in 2020. He and his partner won the English Debate Competition at the national level called National University Debating Championship. They are going to represent the name of Indonesia at the international level called World University Debating Championship. It is held in 2021 in Seoul, South Korea (Kompas, 2020).

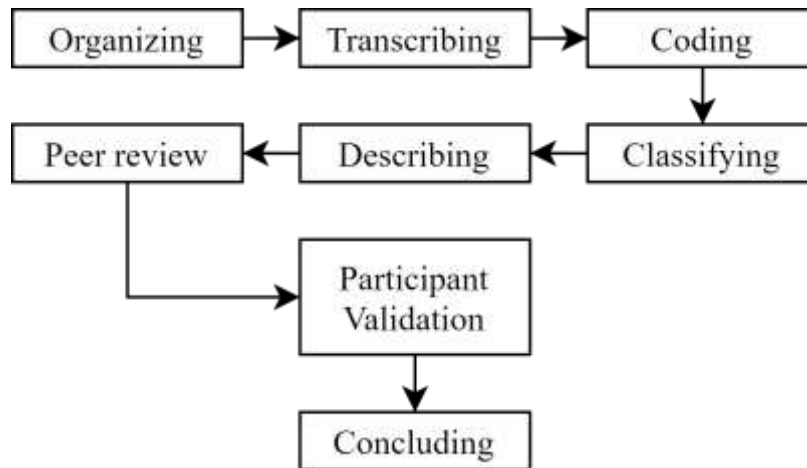
During his study at college, he is also attending some English communities. This case was interested in some considerations. The first consideration is he is a non English major student compared to his partner of the debate team. The second consideration is his academic achievements that he has been gaining in formal class and informal classes. Those achievements are specifically about the English language. Firstly, he has been gaining many achievements both in internal levels as well as external levels. Secondly, he can be considered as an outstanding student and his achievements can be considered as excellent compared to other students of non-English majors. Thirdly, his mentioned achievements reflect his English language ability whether it is written performance or oral performance, it was not the focus of this research.

Data Collection and Analysis

The data of this research were collected through the study of documentation, and an in depth interview. The study of documentation covered the supported documents such as the student's paper grade and participation certifications. Then, the interview was conducted by adapting and purposively modified the Gardner's socio-educational model called Attitude, Motivation Test Battery (AMTB) in Masgoret and Gardner (2003). This model aims at describing the participant's motivations (instrumental or integrative). The instrumental aspects described about academic goals, career goals, self-development, and integrative aspects described individual behavior and socio-cultural life. To analyze the

data, the recording of the interview was firstly transcribed. The student's answers were classified into types of motivation, according to Gardner's socio-educational model in Masgoret and Gardner (2003). The data findings were chosen and complemented with the supported student's important documents.

Figure 1. The procedures of data analysis



As the final action of analyzing the data, the researcher would provide the analysis results' descriptions

RESULT AND DISCUSSION

This section discusses the participant's collected data during the research processes, which were interview, and documentation. The focus of this chapter is about participant's achievement, specifically in English language performances. They could be ranged as excellence and measured by the supporting documents during the data collecting process. They are certifications of his debate competitions and academic letter about his English subject achievement in the previous semester.

Table 1. Participant's achievement in English language performance (formal class)

No.	Subject	Credit(s)	Grade	GPA
1.	English language	2	A	3.72

The table shows that the participant's English achievement can be considered as excellent regarding the academic range comparison score. The second part is presenting the findings on participant's achievements in informal learning process as can be seen in *Table 2*.

Table 2. Participant's achievements in English language performance (informal learning)

No	Nomination(s)	Year(s)	Level
1.	Best Speaker	2018	University
2.	Debater	2018	National
3.	The Best Team III	2019	University
4.	Gold Medal as Novice Best Speaker	2019	National
5.	The Campion	2020	National

The researcher organized and shorted those achievements based on the year of his participation. The findings have shown that he mainly got different nominations in 2018 and 2019, both internally and externally. They were university and national events. They have also indicated that the participant of this research could be considered as well-performed in a target language on a given occasion which was English competition. The last table would present the findings on participant's motivation to learn English as a target language.

Table 3. Types of participant's motivations

No.	Instrumental		Integrative	
1.	Academic goals	✓	Individual behavior	✓
2.	Career goals	✓	Socio-cultural life	✓
3.	Self-development	✓		

The table shows that the participant had been instrumentally and integratively motivated. Then, each of those points would be analyzed and described in depth as follow.

Analysis on Instrumental Motivations

Academic goals

The academic goal in this research is specifically associated with a formal and informal academic process at college. It could be in the classroom or an extra class or course that provides an English learning environment. Formally, in his study's English language learning class, it was a two-credit course, whereas informally, it does not. The learner involved only has to learn for a specific goal, whether for improving their ability or preparing for some competitions. Based on data collecting processes, the researcher found that the participant's academic records were ranged as good enough compared to other students at the same level. In the Faculty of Law's formal class where this research was conducted, the students generally learn English subject as English for Specific Purposes (ESP). It means that this situation would be difficult since they are non-English major students. He agreed that his English formal and informal activities are intentionally for his academic abilities improvement for academic purposes questions. To be specific, those abilities are about global languages such as English. They are being able to read and understand English literature or text books written in English and become a knowledgeable person in communication.

As the learner and debater, he gained information by reading news in English or articles published in English. They can be multi-faced knowledge of several disciplines. Debate competition also helps him in increasing his confidence and improves critical thinking skills. For that reason, as can be seen, he had well-performed in competitions continuously. Furthermore, his daily activities such as playing games, watching movies, and reading English texts have contributed to his English ability. By playing games, he admitted that his English ability is improved. He plays online games and mostly with foreigners. In addition to the language experiences that he has been gained, they are also beneficial for him on problem-solving skills, concentration, and the ability to deal with unexpected consequences. Another activity that helps his English language ability is watching movies. They are provided in English subtitles. They have assisted him in hearing and understanding spoken English, but sometimes he is also watched Korean and China's historical movies subtitled in English.

Moreover, in terms of another academic goal, a plan to study abroad, he stated that he could have a master's degree or doctoral degree in the Netherlands or other western countries by scholarship. But, intentionally, he has a plan for the Netherlands because the Netherlands or other countries would be suitable in his field of study. Based on the explanations above, it is found that he believes his learning behaviors and academic activities tend to improve his language ability and to prepare himself to gain the long-term goals.

Career goals

College is seen as a step in achieving his long-term career goals. His long term career goals begin with graduating. He has specified what wanted in the future. Having a career in a field related to his study and gaining experiences as a stepping stone is his willingness. In career goals, he has planned how to achieve them practically. They are identified on how he would figure out his future opportunities related to English language skills. Based on his statements in the data collecting process, the researcher found that he is highly motivated to improve other life skills that would be contributed to his long-term career goals, such as critical thinking and teamwork by having experience in a non-government organization first, for example. He got this insight by engaging in an event when there were some people from a non-organization government visited their campus. He feels excited, but his priority is his study because he needs the basic knowledge first, as he mentioned. He realized that his dreamed profession is competitive, and he mentioned that he needs both of basic knowledge first and then experiences. To be shorted, the researcher simplified that he has pointed that English skills, basic knowledge of the dreamed profession, and experiences in related fields are connected.

Self-development

Self-development in this research covers both of the two points mentioned. They were academic goals and career goals. Both of them are pointed about the activities that could develop his skills and increase his knowledge. In the data collecting process, the interview questions focused on how technology was used by him to develop his language skills or gain needed information. He likes reading English texts, even English subtitles, for instance. It is also identified specifically about technology and information that are mostly provided in the English language currently and also an overseas trip. Moreover, when it came to his point of view about which skill affects him mostly in developing himself, he stated that the most important skills are listening and reading, and afterward are speaking and writing.

In line with, he was claiming that the speaker in his opinions should understand basic English language; therefore, he/she can restructure, analyze, and deliver his/her speech in the speaking process. Overall, he concluded that those 4 skills are interconnected. As mentioned on *Table 3* about findings on student's achievement learning informally, he and his partner won the debate competition in national level which means they will represent abroad for international level as well. This international level requires him to improve his English ability for developing general knowledge as it should be besides academic preparations only. In other words, in English debate competitions, the debaters should express their ideas in English to analyze issues related to the topics. The researcher found that it is suitable for his self-development since it is beneficial in several aspects of betterment to gain his future goals.

Individual Behavior

Behavior is integrated into motivation. The behavior could affect his interest to learn English in a formal class or outside the classroom, contextually. This behavior could be positive or negative, depending on how he engages himself. Then, behavior here is pointed out about his English learning process, whether it is a formal class or informal class like his daily life. Based on the data analysis process, the researcher found that he had been positively in the English learning process. The researcher found it by online channels or content that he watched. Furthermore, when it came to an option about a role in an event, he stated that he is conditionally preferred to be an event organizer instead of a participant. It implies that he is explicitly expected to be a leader. The researcher lined it as positive behavior on the occasion of one of the social skills, which is communication in context. Those findings showed that he had high enthusiasm in the English learning process. He knew his goals and how he would reach them. For example, is he had already achieved many achievements in English debates, but he does not stop to gain others by improving his ability more and over as it should be.

Socio-cultural Life

Socio-cultural life here is referred to two kinds of aspect. The first is about the social communities of the target language. The second is the social communities, events, or institutions where the participant is engaged himself to be better in foreign language. In this research, the participant's socio-cultural background used to be in a bilingual class. He explained that English is used as the main language in the learning and instruction process. This experience could be beneficial for him in the occasion of his English subject learning previously. Moreover, in the socio-life of friendship, he claimed that English has contributed in terms of communication. He made friends by participating in events, for instances are Summer Camp Program and debate competitions. For the Summer Camp Program, the participants were invited from all over countries worldwide, such as Thailand, Brunei, South Korea, Malaysia, and so on, to learn Indonesian cultures. The researcher found that this program is beneficial in terms of communication, as he claimed. As known that some mentioned countries above are English foreign language as Indonesia.

In terms of being integrated with other cultures, he explicitly explained that learning new cultures of a society are not affected because they are native speakers or English foreign language countries but their values and ethical behavior. His point of view of non-Indonesia society can be considered as positive. For that reason, he also felt excited about another value that others can learn, whereas it could be a contrast in Indonesia's socio-culture. The findings above showed that the English language does not affect him in terms of the target language's socio-culture. His excitement about native speakers' societies or English foreign language countries is affected by their values and ethical behaviors.

The conclusions of findings were highlighted two points. The first is student's English language performance was affected by instrumental and integrative motivations. The second is instrumental motivations had affected his motivations dominantly. The findings revealed by providing his tendency in terms of setting his long-term goals. Career goals and academic goals were dominated his priorities at the current. Then, the English language would play roles during his process.

DISCUSSIONS

From the findings, it is noticeable that instrumental or integrative aspects have contributed to the participant's motivations to learn and perform the target language. He could be categorized as a successful learner since he was well-performed both in a formal class of English subject and outside the classroom. His accredited personal documents proved them. For long-term goals, he also sets his goals practically. They are academic goals, career goals, and self-development in which those goals would become such contributions to his dreams. Meanwhile, for integrative reasons, being integrated with the target language society is not considered to be prioritized. He expects it while doing his long-term practical goals such as study abroad for instance. Therefore, based on the findings section, it is found that he achieved his success as a non-English major student has been affected by his set goals.

The first is academic goals. It is found that he agreed that his English formal and informal activities are intentionally for his academic abilities improvement and applying higher education. Specifically, those abilities are about global language such as English and study abroad. Reading and understanding English literature or textbooks written in English and becoming a knowledgeable person in communication are considered by him as a kind of investment in knowledge. The second is career goals. It is found that his long-term career goals begin with graduating. He has specified what he wants in the future. Having a career in a field related to his study and gaining experiences as a stepping stone are his willingness. In career goals, he has planned how to achieve them practically. He is highly motivated to improve other life skills that would be contributed to his long-term career goals, such as critical thinking and teamwork, by having experience in a non-government organization first, for example. He feels excited, but his priority is his study because he needs basic knowledge first.

The last is self-development. It was focused on how technology used by him to help his skills and abilities developed. Furthermore, this discussion section's main findings provided that instrumental and integrative aspects had been contributed to the participant's motivations for learning a target language. Moreover, this section addressed that his motivations to learn a target language had been positively dominated by the instrumental aspects in which case it suggests a further statement to the finding of a conducted study by Rehman, et al. (2014), which found that the students are instrumentally motivated to get good marks and good jobs, apply for higher education, and other future benefits.

CONCLUSIONS

Based on the findings as well as discussion, there are some points to be concluded. The first point is regarding the participant's educational background and experience before attending the university, which contributed to his classroom performance and outside classroom situation. The second point is regarding the achievements as a non-English major department. The subject of this research could be categorized as a successful language learner in case of performing the target language. The main findings of the research pointed that instrumental and integrative aspects had been contributed to the participant's motivations for learning a target language, and moreover, the results described that his motivations to learn and perform a target language had been positively dominated by the instrumental aspects. They were academic goals, career goals, and

self-development, and while, integrative motivations were about individual behavior and socio-cultural life. Concerning this, it is concluded that motivations were positively affected his achievements by determining his persistence in reaching a specific goal.

The conclusions of this study will significantly suggest two points. The first is a particular reward for the outstanding students should be provided by the academic institution, Tanjungpura University, to assist them in reaching their practical goals as provided and described in the results of this study. The second point is for the students of the English department of Tanjungpura University. By reading the results of this research, expectedly, they could be kind of self-reflection of 'why there is only one student of English department who can compete internally and externally in English events as the subject of this research did.' Lastly, for future researchers, this research's findings are expected to be developed by involving different types of the background of successful non-English major students and strategies used by them that have not been discussed yet in this study.

REFERENCES

- Agustina, T. (2014). English for Specific Purposes (ESP): An approach of English teaching for non-English department students. *Beta: Jurnal Tadris Matematika*, 7(1). Retrieved from <http://garuda.ristekbrin.go.id>
- Al-Ta'ani, H. M. (2018). Integrative and instrumental motivations for learning English as a university requirement among undergraduate students at Al-Jazeera University/Dubai. *International Journal of Learning and Development*, 8(4).
- Alizadeh, M. (2016). The impact of motivation on English language learning. *International Journal of Research on English Language Learning*. Retrieved from <https://www.researchgate.net.pdf>
- Anjomshoa, L. & Sadighi, F. (2015). The importance of motivation in second language acquisition. *International Journal on Studies in English Language and Literature*, 3(2), 126-137. Retrieved from <https://www.arcjournals.org>
- Daskalovska, N., Gudeva, L. K., & Ivanovska, B. (2012). Learner motivation and interest. World Conference on Educational Sciences 2012. Krste Misirkov: Elsevier Ltd. Retrieved from www.sciencedirect.com
- Haru susilo, Y. E. (2020, Oct 1). *Lomba debat nasional 2020, berikut 4 kampus terbaik wakil Indonesia ke Korsel*. Retrieved from <https://www.kompas.com>
- Husnawati. (2017). *Students' speaking performance: Some challenging factors*. (Thesis, Islamic State University of Ar-Raniry Darussalam, Banda Aceh). Retrieved from <https://www.repository.ar-raniry.ac.id>
- Khan, T. J., Sani, A. M., & Abdullah, S. S. (2016). Exploration of instrumental and integrative motivation for reading English as a second language among second year pre-university students of Government MAO College, Lahore. *Open Journal of Social Sciences*, 4, 69-76. Retrieved from <http://www.scrip.org/journal/jss>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques (2nd revised Ed.)*. New Delhi: New Age International (P) Limited.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners (3rd ed.)*. Chennai: SAGE Publication Ltd.
- Masgoret, A. -M. & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. Social Sciences and Humanities Research Council of Canada. Retrieved from <http://users.telenet.be/>

- O'Leary, Z. (2017). *The essential guide to doing your research project* (3rd ed). New Delhi: SAGE Publications Ltd.
- Rahman, H. A., Rajab, A., Wahab, S.R. A., Nor, M. D., Zakaria, W. Z. W., & Badli, M. A. (2017). Factors affecting motivation in language learning. *International Journal of Information and Education Technology*, 7(7). Retrieved from www.semanticscholar.org
- Rehman, A., Bilal, H. A., Sheikh, A., Bibi, N., Nawaz, A. (2014). The role of motivation in learning English language for Pakistani learners. *International Journal of Humanities and Social Science*, 4(1). Retrieved from www.semanticscholar.org
- Zanghar, A. (2012). Instrumental and integrative motivation among undergraduate Libyan students of English as foreign language. (Thesis, Colorado State University, Colorado). Retrieved from <https://www.mountainscholar.org>