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ENGLISH ABSTRACT

The study focuses on learners' motivation to learn English as L2/foreign language. For data collection, questionnaire was distributed to 82 respondents of STIBA IEC Jakarta via whatsApp and face book messenger. In addition, interviews were also conducted to find out the detail information about the role of teacher and inspirational/motivational teacher. For data analysis, the step of sorting, classifying, coding, and presenting the data and drawing conclusion was adopted. This is a research based article, which has aimed to elaborate the learners' English learning motivation whether it is instrumentally, integratively or personally motivated and the most dominance type of motivation as well as the important role of teacher in motivating students. It is somewhat surprising that there are six categories found in the research, namely personal motivation (PS), integrative motivation (IT), instrumental motivation (IS), the combination of PS & IT, PS & IS, and IT & IS. The findings have revealed that 1) instrumental motivation is the most dominant type as the first rank, which includes to get a better living, better jobs and position; PS & IS as second rank, IT & IS as the third rank, PS & IT as the fourth rank, personal motivation as the fifth rank and integrative motivation as the last rank; 2) teacher who is resourceful, skillful, competent and has good personality plays a imperative role in motivating and inspiring students. To sum up, regardless of personal, integrative or instrumental motivation, teacher as a role model also determines learner's success in learning L2.

Keywords: motivation, L2/foreign language learning, instrumental, integrative, personal motivation

INDONESIAN ABSTRACT

Fokus kajian ini adalah motivasi peserta didik untuk mempelajari

bahasa Inggris sebagai bahasa kedua atau bahasa asing. Untuk mengumpulkan data, daftar pertanyaan dibagikan kepada 82 responden STIBA IEC Jakarta pada semester terakhir melalui WhatsApp dan face book messenger. Selain itu, wawancara juga dilakukan untuk mengetahui informasi secara detail, terutama tentang peran guru dan guru yang inspirasional / motivasional. Untuk analisis data, tahap pemilahan, klasifikasi, pengkodean, dan penyajian data serta kesimpulan diadopsi. Ini adalah artikel berbasis penelitian, yang bertujuan untuk menguraikan motivasi belajar bahasa Inggris peserta didik baik secara instrumental, integratif atau motivasi pribadi dan jenis motivasi yang paling dominan serta peran penting guru dalam memotivasi siswa. Agak mengejutkan bahwa ada enam kategori yang ditemukan dalam penelitian ini yang berbeda dengan penemuan lainnya, yaitu motivasi personal (PS), motivasi integratif (IT), motivasi instrumental (IS), kombinasi PS & IT, PS & IS, dan IT & IS. Temuan tersebut telah mengungkapkan bahwa 1) motivasi instrumental adalah jenis yang paling mendominasi sebagai peringkat pertama, yang mencakup alasan mendapatkan kehidupan, pekerjaan dan jabatan yang lebih baik; PS & IS sebagai peringkat kedua, IT & IS sebagai peringkat ketiga, PS & IT sebagai peringkat keempat, motivasi pribadi sebagai peringkat kelima dan motivasi integratif sebagai rangking terakhir; 2) Guru yang cakap, terampil, kompeten dan memiliki kepribadian yang baik memainkan peran penting dalam memotivasi siswa. Singkatnya, terlepas dari motivasi pribadi, integratif atau instrumental, guru sebagai panutan juga menentukan keberhasilan peserta didik dalam belajar L2.

Kata kunci: *motivasi, pembelajaran bahasa kedua/bahasa asing, motivasi instrumental, integratif dan personal.*

INTRODUCTION

The awareness of people who is studying English as a foreign language in Indonesia has been increasing significantly for the last 15 years due to the advancement of technology and global communication. It indicates with the rising number of non-formal educational institutions (English courses), particularly in urban cities such as Jakarta, Bandung, Jogjakarta, Medan, Surabaya and other places in Indonesia. Some of reputable English courses which have existed for a long time are Intensive English course (IEC), which has 60 branches in Indonesia and founded since 1968; LIA founded on 7 September 1959, English First (EF) which has been in an existence for 50 year; Wall street English (WSE) which has 7 centers since 2007; ILP; Oxford; TBI; New concept; and the list goes on. Furthermore, students who would like to enter reputable universities or get scholarship either in the country

or abroad must fulfill the requirements. One of them is to pass TOEFL or IELTS test which the minimum passing score is around 500-550 for TOEFL and 6.5 for IELTS. For job seekers, English competence is a must have too in order that they are able to compete one another to obtain a better job. Seeing the opportunity, the number of new English courses has intensified as to meet the high demand as well. It can be inferred from these data that people have higher awareness and motivation to learn English to be able to catch up with the new challenges to face much more increasing global competition.

The study of motivation in term of foreign language learning has never been old fashion as long as people need to communicate one another. In particular, the need of communication with people from English speaking countries whose languages are different will obtain added values and open up communication barriers as English is a lingua franca. Renandya (in press) said that in second language learning (L2) contexts in particular, teachers know from their experience that motivation plays a key role in learning. They know that students with higher motivation are likely to be more successful than those with lower motivation. They also know that they themselves play a major role in creating and fostering motivation in the classroom. Indeed, some of them are very good at motivating their students, but others may still need to sharpen their motivating skills. Under these circumstances, the study emphasizes on the people's awareness of learning English, which is related to their motivation. Graham & Weiner (1996:63) stated that motivation is the study why people think and behave as they do. In the context of academic achievement, motivational concerns would be addressed if we were to as, for example, why some students complete tasks despite enormous difficulty, while other give up at the slightest provocation, or why some students set such unrealistically high goals for themselves that failure is bound to occur. Ortega (2009: 168) states "motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation". Gardner (1985:10) explained that motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language.

People have different motivation to learn L2/L3 whether it is integrative, instrumental or personal behind their actions. Some learners are likely to learn English because they love to

learn in order to communicate with foreigners, enjoy English songs or movies; others are probably because they have to for the sake of academic degree, or some others might be due to job demands, business opportunity and career path. According to Gardner and Lambert, there are four motivational attributes affecting L2 acquisition: (1) the learner's reasons for learning the L2, (2) degree of *anomie*, dissatisfaction with one's place and role in society, (3) level of ethnocentrism, the degree to which the first culture (C1) is preferred over the second (C2), and (4) attitudes held toward the target language and culture (Gardner, 1972). Gardner and Lambert (1972) also distinguish two types of language learning motivation: instrumental motivation and integrative motivation. Integrative motivation is oriented towards learning more about the other cultural community as if the learner would become a potential member of that. Learners who are integratively motivated want to learn the language because they want to get to know the people who speak that language. They are also interested in the culture associated with that language. Qashoa, (2006) said that integrative motivation is distinguished by the learners' positive attitude towards the target language group, and the desire to interact with those group members. Tileston (2010) defined integrative motivation as the evolvement that generates from inside. Learners do something for the pure pleasure of doing it. The motivation is called Instrumental motivation when the learner aims at more utilitarian purposes or because of practical reasons such as getting into a college, a better grade, a better job or a salary bonus. Hudson (2000) states that instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of a second language. Tileston (2010:8) defined instrumental motivation as the motivation that Engenders due to the promise of a touchable, salable prize. She states, "Extrinsic motivation is the desire to do something because of the promise of or hope for a tangible result".

Besides the two types of motivation, Benson (1991) added the third motivation that is called personal, since they appear to relate to individual development and satisfaction, such as pleasure at being able to read English and enjoyment of entertainment in English. In his research, it showed that students who have had little exposure to English, and whose self-rating of their own skills showed extremely low morale. Surprisingly, integrative and personal reasons for learning English were preferred over instrumental ones. English was seen as being useful for a selection of modern functions, but not useful for domestic and local ones. However, some other researches have contradictory findings. According to Liu (2007), to measure second language learners' motivation, Gardner (1985) had developed the

Attitude/Motivation Test Battery (AMTB), a multi-component motivation test made up of around 130 items concerned with variables as attitudes towards French Canadians, European French people and learning French, interest in foreign languages, orientation to learn French, French class anxiety, parental encouragement, motivation intensity, desire to learn French, and motivation index; and found out that integrative motivation is more vital than instrumental motivation in second language learning. In a number of other studies, Gardner (1977) found that success or failure in learning French in Canada was associated with integrative motivation. Moreover, Norris-Holt (2001) claimed that while both integrative and instrumental motivations are essential elements of success, it is integrative motivation, which has been found to sustain long-term success when learning a second language (Taylor, Meynard & Rheault 1977; Ellis 1997; Crookes et al 1991). Cited by Vaezi (2008), Cook (2001) and Gass & Selinker (2001) alleged that integrative motivation was regarded as superior to instrumental motivation for predicting the success of second language learning, because if students respect the target culture, they may read literature or practice the language and thereby be able to improve their language skills.

Based on above different findings, not only does the study focus on the motivation's category, whether it is integrative, instrumental or personal since the research was conducted in a high school of foreign language (Sekolah Tinggi Bahasa Asing IEC) Jakarta. But also it will reveal about the teacher's role, teacher's characteristic and qualities that can motivate and inspire the learners in learning process. Furthermore, these findings will give contribution to the topic of motivation with different perspective in spite of the fact that the respondents of the research major in English whose motivation is somewhat fairly high already.

RESEARCH METHODS

The research was carried out in a high school of foreign language (Sekolah Tinggi Bahasa Asing IEC) Jakarta whose only major is English language and Literature. Even if, the researcher expected more respondents to take part in the research, only 82 responded the questions. Hence, there were 50 alumni and 32 undergraduate students in the last semester taking part in the research. The alumni were involved in this research since one of the purposes is to find out about the impact of English skill to their work achievement and their inspirational teachers who contribute to their learning and achievement. The research relied on

questionnaire; a list of questions about their purpose of studying English, their language improvement, their work achievement after they graduate, and their primary motivation in term of integrative, instrumental and personal motivation as well as their inspirational teachers. The media of WhatsApp and face book messenger was employed to obtain the data. But most of respondents (68 people) responded the questions via WhatsApp instead of face book messenger. To get more detail information particularly about role of the teacher and inspirational/motivational teacher, face-to-face interviews were conducted. As the key instrument, the researcher also observed the students' progress for the last 5 years since she has been teaching there for 14 years. Thus, for data collection, the researcher relied on direct observation, interview, questionnaire, and literature reviews. The data are presented in the form of table by using number and frequency. While its explanation is elaborated descriptively, which some data are taken from the interviews with students and alumni. For data analysis, qualitative analysis of the step of sorting, classifying, coding, and presenting the data, interpreting and drawing conclusion was adopted.

DISCUSSION

Horwitz (2017) said that in the North American context, integrative motivation has proven to be a strong impetus to successful language learning. Several studies have found that language learners who are integratively motivated are more successful than those who are instrumentally motivated; it is likely that integratively motivated language learners are more successful because their motivation is stronger than that of instrumentally motivated students especially in North America. However, some findings cited by Zanghar, A. (2012) revealed that most of the studies about students' motivation concluded that students' instrumental motivation was higher than their integrative motivation (Qashoa, 2006; Vaezi 2009, Al-Tamimi, 2009; Choorsi, 2011). Nearly similar to research conducted by Zanghar (2012) The findings of the study showed that EFL Libyan students were highly instrumentally and integratively motivated to study English, and their integrative motivation appeared to be a little higher than their instrumental motivation. These unusual results were attributed to the Libyan students' interest in knowing more about the English-speaking peoples and learning about their societies and cultures, and that was due to the strong positive attitude Libyan students have had towards them. The findings also revealed that there was no relationship between the Libyan students' motivation and their achievement in English as a foreign language. In Malaysian context, the findings indicate that Malaysian pre-university students

(182 non-English major students) have very high motivation and positive attitudes towards leaning English and that they are more instrumentally motivated (Muftah, M; Rafik-Galea, Shameem, 2013). Another study about motivation and other variables by Suparyono, (2012) showed that there was no correlation between gender, age, semester of study, the length of English course, overseas experiences, access of Internet, partner to speak English, place of speaking English, characteristic of motivation and the motivation. The findings also revealed that the students of Atma Jaya Catholic University of Indonesia in Jakarta were personally motivated rather than integratively or instrumentally motivated.

Those different findings showed that several aspects must be related to the findings. For instance, the aspect of English exposure must give great contribution to the student's motivation. One study conducted in Thailand, which there were 458 twelfth-grade students in six schools. The findings revealed differences in beliefs among students in the English program and those in the regular program. The English program students who have more exposure to English were found to have more facilitative beliefs about language learning than those in the regular program who have limited exposure to English. A higher number of English program students showed beliefs that are supportive of autonomous learning such as seeing the importance of practicing in various means and learning from various resources. They also believed that they could find online learning resources for self-practice. They tended to focus on the mastery of speaking skills because they believed it could lead to career opportunities. They wanted to be good at speaking English and believed that they would do very well. The best place to learn English was believed to be in an ESL environment (Apairach, S & Vibulphol, J: 2015). On the other word, the more students are exposed to English, the higher motivation the students have. Some other affecting factors also give contribution to learners' motivation such as learning facilities, teaching methods and techniques, students' attitudes and personality, teaching materials and others. For instance in term of teaching technique, the effects of telecollaborative games on learners' motivation, which the results indicate that telecollaborative games have a positive impact on learners' motivation (Jauregi, K, 2016). Ebrahimzadeh, M & Alavi, S. (2017) conducted the research about the Effect of Digital Video Games on EFL Students' Language Learning Motivation. 241 male students were randomly assigned to one of the following three treatments: Readers, who intensively read the game's story; Players, who played the digital video game; and

Watchers, who watched two classmates play the digital video game. A language learning motivation scale was given to the participants as a pre- and post-test. Also, field notes were taken. Results indicated a significant language learning motivation increase over time. Only the Watchers, however, showed significantly higher motivation than the Readers in the end. Thus, the use of commercial digital video games can help enhance high school students' language learning motivation.

As stated by Ellis (1997), as a teacher, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that a teacher has some control over. It implies that many affecting factors contribute in motivating students in learning and consequently teacher is required to find out the most significant factors by, for example, conducting classroom action research project individually or collaboratively. Renandya (2013) refers to these classroom specific factors as the 5Ts of motivation: Teacher, Teaching methodology, Text, Task and Test. These 5 Ts of motivation can be used as a working guideline to improve the quality of our teaching, which can in turn help create a learning environment that stimulates, nourishes and sustains student motivation.

In the case of students' motivation at a high foreign language school (STIBA IEC) Jakarta, the result shows totally different findings, which students do not only belong to integrative, instrumental or personal motivation as above previous findings. Despite the facts that there are six categories as presented in Table 1; personal (PS), Integrative (IT), Instrumental (IS), combination of PS & IT, PS & IS and IT & IS. It shows that instrumental motivation is ranked first (41.47%), PS & IS as the second rank (18.30%), IT & IS as the third rank (14.63%), PS & IT as the fourth rank (12.19%), personal motivation as the fifth rank (9.76%) and surprisingly that integrative motivation is rank the last (3.66%).

Table 1. The frequency of students' motivation

No	Types of motivation	Number	Percentage %
1	Instrumental (IS)	34	41.47
2	PS + IS	15	18.30
3	IT + IS	12	14.63
4	PS + IT	10	12.19
5	Personal (PS)	8	9.76
6	Integrative (IT)	3	3.66
	Total	82	100

Based on respondents' answers, some reasons of instrumental motivation include getting a degree/certificate, getting good position, getting job overseas, have better living, have better future. For integrative motivation, the respondents have various answers such as talk with foreigners and go abroad. To be able to read English books, listen to English songs and watching western movies are some example of personal motives that respondents answer. It is not surprising since English literature is their major, so that they have to have capability of understanding English textbooks. In addition, most of students' researches for their final projects are movies, songs, poetry, novel, and drama analysis and their thesis must be written in English as well. Three other categories, that is PS & IT, PS & IS, IT & IS have various answers as well. For instance, some students say that they learn English because they can communicate with foreigner, and love listening to English songs (PS & IT). Other examples are that students can understand the meanings of song lyrics and become translators, writer or teachers (PS & IS). Whereas the combination of IT & IS comprises to speak English fluently, understand different culture and seek for a job. Those various answers are accordance with Yashima (2002: 57) cited by Kormos, J & Csizer, K. (2014:277) that a newly prominent language learning goal, international posture, has recently emerged in discussions in the literature on language learning motivation. International posture includes "interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners and a non-ethnocentric attitude toward different cultures" (Further language learning goals include friendship, travel, and knowledge orientation (Clement & Kruidenier, 1983).

Two students answer that they learn English because English is the only subject matter that they master. Based on the interview with them, they love English since elementary school and they are very confident with their English skill. On my own observation, both of them have high confident in presenting the paper in public without feeling afraid of making mistakes. This finding correlates with Bandura's social cognitive theory that additional key elements of motivation are personal agency beliefs, which express one's views as to whether one is capable of performing a given learning task. In his social cognitive theory he argues that self-efficacy beliefs (i.e., what people believe about their capabilities) have a stronger influence on the motivation to perform a particular action than actual skills, knowledge, or previous accomplishment. (Bandura, 1986, 1997). In the field of L2 motivation, the best

known parallel for personal agency beliefs is the L2 Motivational Self System Theory, proposed by Dörnyei (2005), who argues that the main driving force of language learning is the students' future image of themselves as successful users of the language. Furthermore, the findings are consistent with Dörnyei (1990 & 1996) regarding the Canadian bilingual situation, it revealed that students tried to develop their language ability for the sake of their future career; also, he opposed to Gardner by claiming that instrumental motivation and the learner's need for achievement are more important than the integrative motivation (Vaezi, 2008). In line with personal motivation, research conducted by Al-Tamimi, A & Shuib, M. (2009) showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. The students also regarded personal reasons as important motives. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation. Table 2 presents the students' responds about the types of motivation in more detail and the reasons why they learn English.

Table 2. Students' responds in term of Types of motivation

No	Instrumental motivation	Integrative motivation	Personal motivation
1	To work at embassy	Love English and its culture	Like to listen English songs
2	Cool to get good score	To communicate with foreigners	Enjoy reading English novels
3	To get good position	To speak English well	Like to listen and watch English movies
4	To get better living	Love to learn English and teach others	Understand English films
5	To get job overseas	Improve confidence to speak with native speakers	To read English magazines and newspaper
6	To get certificate from Cambridge	To go abroad and communicate with the people	Learning English is my favorite subject
7	To have a better life	To be accepted in the eyes of the world	To show off and conquer the world
8	Want to be a public speaker and writer	To face foreign customers	To understand English news on TV
9	Want to be a translator	Like learning and enjoy speaking foreign languages	
10	Improve the quality of life	English as the most spoken word as to interact with the people.	
11	To gain much fortunes	To understand different culture	
12	To get well - paid job	To speak fluently with native speaker	
13	To get better future	To share knowledge	
14	To put my self level in global	Lack of English skill to talk with	

	competition for such career path	foreigners
15	To be professional in teaching	To make friends with foreigners
16	To build the country	To keep in touch with foreigners
17	To complete my study	
18	For future job	
19	To master the language as to get scholarship	
20	To have more opportunity	
21	To make business deal with foreign people	
22	To help my career	
23	To get better salary	
24	To face globalization era	
25	To read English textbooks as to get good scores in class	
26	To pursue higher education in other speaking countries such as America, or Australia.	

The second objective of the research is to find out the role of teacher in motivating or inspiring students. All respondents said that teacher has a great contribution to student's motivation and success. This finding is relevant with Harmer's statement (1991:4-5) that there are four factors affecting learner's motivation: 1) Physical condition, which means the atmosphere in class; 2) Method of teaching; which refers to the way that students are taught; 3) The teachers as the most powerful variable of motivation and demotivation; 4) Success refers to the appropriate level of challenge designed by the teachers. Based on the interviews, there are some characteristics that teacher must have to motivate and inspire students. Among others are resourceful, humble, knowledgeable, skillful, friendly, and patient. For inspiring and motivating teachers, the respondents have various answers for example, "Manage time and keep doing well to students in any circumstances without losing his/her patient"; "Showing us with Good vibes and energy, their good deeds, improve themselves"; "Never underestimate students, give opportunity, not unmotivated students by their bad words"; "Tell their life experience, educational background, scholarship"; "Know students weaknesses / strength & character"; "Good relationship, solve student's problem in learning"; "Be Good example and resourceful teacher"; "Smart, humble and friendly"; "Competent, skillful"; "Show her spirit, good example as a teacher and as human being"; "Show real proves";

"Forgiven, patient , give the best to students"; "Share great experience, open minded, knowledgeable"; "Good teacher and good friends". Quite many students even continue to higher education (to obtain master degree) due to teacher's academic success and great experience. When asked about the role of teacher in motivating students, all respondents come to an agreement that teachers play an important role in motivating students. Some respondents replied such as "Seeing my teacher studies hard to achieve her career gives me inspiration that I have to do that"; "Yes teacher plays an important role in motivating students because the success of students from the teacher"; "without teacher, we can't improve our knowledge"; "Students' dreams can't be reached without her motivation, by learning from her story"; "to educate us to be better person"; "Teacher has more experience so we can learn from her experience". However, one respondent said "Only 10% from teacher, 50% from students, 10% from parents, 30% from community". It implies that not only does teacher play an important role in motivating student learning, but also other people, peers, parents and community.

Lamb & Wedell (2013:13-14) carried out the research involving students in Guangzhou, China and Jakarta Indonesia through online survey about qualities of inspiring teacher and its effect on their learning. Since it was conducted in 2 different countries with different cultures, it revealed different findings. With Indonesian learners apparently favouring more novel methods of teaching, particularly those that make the classroom a fun place to be, though within a structure of discipline. They also place more value on clear and comprehensible lessons, sentiments pithily expressed by this learner: 'she is firm and fun in teaching, also when she teaches it is absorbed straight into the brain and easy to understand'. By contrast, Chinese learners tended to find inspiration in competent delivery of a traditional style, and valued teachers who gave them advice and encouragement to take specific steps to learn, and who were hard-working themselves (e.g. 'He always checked my homework carefully and often helped correct our pronunciation during the class breaks'. Some students' comments such as 'teacher taught me discipline, respect and obedience to parents, 'I feel more love English after she taught me. After she gave me some constructive and good comments about my speaking skill, I like to learn it more. My vocabulary is better too after she taught me. And I like it because my good changes in English' indicate the effects of inspiring teacher.

Last but no least, the research has revealed some different findings since characteristics of inspiring teacher is subjective depending on the socio cultural factors. Moreover, cited by Lamb & Wedell (2013:15), the study contributes evidence to support Moskovsky et al.'s (2012) claim for a causal link between motivational teaching and enhanced learner motivation, and for a further link to intensified learning behavior. It means inspiring teacher can give impact to learner motivation and at the end; it will bring effortful learning to students. As Renandya (2013) cited in Renandya (In press), about the 5Ts of motivation, said that the first T, a teacher who is caring, supportive, humorous, enthusiastic, helpful and committed, who has genuine interest in their students' learning and general wellbeing and who has good rapport with them, is more likely to be able to create a motivating classroom atmosphere. Thus, as a motivating agent, teacher becomes an essential source of motivation for the students that can affect their learning motivation. Renandya (in press) also added some qualities that effective teacher have including enthusiasm, friendliness, care for students, humor, fairness, and patient as general characteristics (in Borg, 2006; Brophy, 1998; Dornyei, 2001; Miller, 2012). In addition, there are L2-specific characteristics that students value and expect good teachers to possess, according to ELT experts such as Brown (2012) and Mckay (2002) cited in Renandya (in press), that is those who 1) can serve as models of good use of English; 2) can serve as models of successful learners of English; 3) are knowledgeable about English; 4) can explain grammar points efficiently; 5) can code switch when necessary; 6) understand the students' L2 learning needs; 7) are sympathetic towards students' L2 learning problems; and 8) use socially and culturally appropriate teaching methods. Those general and specific characteristics for effective teachers are also a part of students' responds when asked about teacher who can contribute to their success and becomes inspiration and motivation for students' learning.

These research findings are different from Gardner's claim (1985) that integrative motivation was more influential in achieving success in second language learning. Cook (2001) and Gass & Selinker (2001) also claimed that integrative motivation was regarded as superior to instrumental motivation for predicting the success of second language learning. Moreover, in American context, integrative motivation becomes a strong impetus to successful language learning. Nevertheless, most of the studies about students' motivation concluded that students' instrumental motivation was higher than their integrative motivation

in Middle East (Qashoa, 2006; Vaezi 2009, Al-Tamimi, 2009; Choorsi, 2011). Those differences might be likely due to sociocultural factor and the function of language whether it is used as first, second, or foreign language. In Indonesian context, for example, instrumental motivation is also higher than integrative motivation as in Malaysia and Middle East since English is regarded as a second (L2) and foreign language (L3). The learners have more highly expectations that if they have the capability in English orally and in written, the chances to get a better job, better position, and better salary, business opportunities and scholarship for those who plan to pursue to higher education are higher than for those who do not have English competence. Apparently, the most important thing in term of motivation is that language learning is context specific and cultural oriented. The learners probably have different perspective, attitudes and approaches toward learning a new language as seen above different findings in several countries. In addition, a lot of researches have revealed and proven that motivation is considered significant in language learning success. It also has an important role in students' failure in learning a second language (L2) or foreign language (L3) as stated by Spolsky (1990:157) that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problem. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. The last point is that regardless of their types of motivation, teacher as one of the affecting factors in learning achievement, also plays an extremely imperative role in motivating and inspiring students in learning a language since they deal with students' learning experience day by day directly. Furthermore, effective and qualified teacher characteristics bring about great changes to students' learning motivation and become fruitful source of motivation to student success both in learning and work achievement in the future as well.

CONCLUSIONS

The findings have revealed that there are six categories of students' motivation, that is personal (PS), Integrative (IT), Instrumental (IS), combination of PS & IT, PS & IS and IT & IS. It shows that instrumental motivation is ranked first (41.47%), PS & IS as the second rank (18.30%), IT & IS as the third rank (14.63%), PS & IT as the fourth rank (12.19%), personal motivation as the fifth rank (9.76%) and surprisingly that integrative motivation is the last rank (3.66%). Moreover, the findings affirm that the most dominant type and students'

primary motivation in studying English is instrumental motivation. The second finding concludes that, in addition to having good personality, a skillful and resourceful teacher plays a significant role and great contribution to motivate and inspire students in learning English.

It should be notable that the students' motivation in learning English in the study only covered the students with limited number in a high foreign language school (STIBA IEC) Jakarta. Thus, the findings cannot be generalized and regarded as representing to all students in Indonesia since it focuses only on students whose major is English. The study itself contributes to the development theory and research of motivation in term of instrumental, integrative and personal motivation in which the participants' first language is not English. Furthermore, the research of motivation should consider socio and cultural aspects and the learner's language acquisition, which highly affect the learners' motivation as well. The further advanced research needs to be conducted thoroughly covering all-important aspects such as educational background, gender, previous language background, learning environment, student intelligence and proficiency as well as the quality of teacher and personality.

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