

Exploring Students' Motivation in Learning English at English Laboratory of UBL

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ABSTRACT

Motivation is essential when learning a language, even English. Without motivation, a person will lack the will or excitement to learn, which can jeopardize his academic achievement. The purpose of this study is to measure the amount of motivation of students in learning English and the prevailing motivation, whether intrinsic or extrinsic motivation. The study was carried out at the University of Bandar Lampung's language laboratory in the 2022/2023 academic year. The descriptive qualitative method was utilized by the researchers in this study. A questionnaire was utilized as the research tool, and interviews were conducted. 192 third semester students from the University of Bandar Lampung's language laboratory took part in this study. The findings of this study are that the average student has a high level of motivation based on the interpretation of the total score (4.26). The dominant student motivation in learning English is intrinsic motivation, with a total score of 4.26. In contrast, extrinsic motivation is a score of 3.94, which is defined as a moderate level of motivation. It can be concluded that students who study at the language laboratory at the University of Bandar Lampung have high motivation in learning English and are more dominant in having intrinsic motivation which means they learn English because of a desire from within themselves.

Keywords: *Motivation, English Students, Learning English*

INTRODUCTION

English has grown in popularity in recent years as a foreign language. This can be observed in the enormous number of individuals who Using English as a communication tool even though English more than just a tool for speaking with other people; it is also a chance for people to succeed and maximize their skill and passion, both at work and in education. For example, English proficiency is one of the conditions for advancing to a senior position in a corporation. Most employees in these roles are fluent in at least one foreign language. English can help a student continue his education overseas, acquire a bachelor's degree, or pursue his master's and doctorate studies. Furthermore, English can help people from other countries form friendships. This is an image of happiness in which language is not a barrier between people. English is currently one of the core subjects taught to students in Indonesia. According to Minister of Schooling Regulation Number 22 of 2006, English is integrated into the curriculum at all levels of schooling.

This language is the second most widely spoken in Indonesia and is widely used in various fields such as tourism, business, education, and entrepreneurship (Antara et al., 2018). In terms of the functions and objectives of English education in Indonesia, particularly in advanced educational institutions such as the oldest in the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967, teaching English serves as a tool to accelerate state and nation development, form a friendship with other nations, and carry out foreign policy. The goal is to master English knowledge, namely practical reading capacity, spoken English understanding, writing, and speaking ability (Halim, 1980).

In order to succeed in their English studies, Nair, Krishnasamy and Hayikaleng, (2016) view students' Motivation as a significant determinant. The direction of conduct, or what induces someone to repeat particular activities, is another definition of motivation (Alizadeh, 2016). Santrock (2004) defined motivation as a process that animates, guides, and maintains behaviour. As a result, motivation is a process that inspires and demonstrates to kids how to engage in activities. Motivated students will be thrilled to accomplish their goals since they have a strong desire. Tambunan & Siregar (2016) also found a positive relationship between motivation and academic achievement, as indicated by the average GPA at all educational levels, from elementary school to university. Motivation is a result of both work and desire that justifies people's actions, aspirations, and wishes to accomplish learning objectives toward a goal.

Furthermore, Pratiwi (2015) that motivation is linked to student achievement and educational activities. As a result, students' success in learning English can be influenced by motivation. Desire is essential in all we undertake. It is a powerful force for us to become the best at what we do. Motivation is especially important in the teaching and learning processes. Motivation facilitates and enhances the teaching and learning process. It is ideal if professors and students encourage one another in their teaching and learning.

Lack of motivation can cause students to lose interest in studying English, which will impact both the learning process and the value gained. Some pupils believe that English is a difficult and difficult subject to grasp, and it has turned into a terrifying phantom. Learners who find English difficult, perplexing, dull, or otherwise uninteresting are just a few reasons that impact the challenge of learning the language. Due to their lack of interest in learning it. Students consequently need to improve on this topic. Some students, especially those studying in the English lab, enrol in these courses only because they are required to and not because they want to, but most have other reasons. Another problem comes from the need

for a more pleasant atmosphere in the class. Some students think the teacher uses a monotonous teaching technique, but some students like the teaching technique.

There are two types of motivation in learning: intrinsic and extrinsic. Harmer (2007:98) states that intrinsic motivation comes from within the individual. Students that are intrinsically motivated will derive pleasure or satisfaction from seeing someone else complete or perform a task. Harmer (2007:98) states, "extrinsic motivation is the result of several external factors" These elements include rewards and punishments. Extrinsic motivation does not imply that pupils will not like learning or completing homework. It means that the pleasure they expect from some external reward will remain a motivator even when the work is of little or no interest to them. However, many teachers need to understand why Students are eager to study English. Whether intrinsic or extrinsic motivation, knowing why students want to study English is critical for a teacher—Prof. p. 334) Teachers are also crucial in understanding their pupils' motivation. Teachers can consider student motivation when choosing the proper teaching methods and strategies. Teachers who already know the degree of student learning motivation English can carry out the process of learning based on the needs and interests of pupils, allowing learning objectives to be met. Yufrizal (2007: 11) states that the factors that influence success in learning English include motivation and behaviour in English.

English is a widely spoken language all over the world or it can be said as a global language. We, students, lose a lot if we can't master English well. Currently, many students still need to improve their mastery of English. Some prefer to learn English. Many are lazy to study and even shy when asked to speak English. This happens due to environmental factors and the need for a wider space for them (students) to hone and develop their English skills. Even if simply theoretically, learning English is insufficient. However, practice is required to become accustomed to and fluent in pronouncing English words. As students, by mastering English, we will get many benefits. First, English can make our daily life easier. In our daily lives, we must encounter a lot of use of English, such as when we surf the internet, watch movies, read menus in cafes or restaurants, to features on our smartphones.

Second, mastery of English will open up and give us the opportunity as students to carry out student exchanges. Even scholarships will provide total funding if our TOEFL score is high. Third, with English, we will add experience and relationships. We can look for pen pals from other countries via the internet. We can exchange ideas and information, add knowledge, insights, and new relationships with outsiders. This will also open opportunities

for us to find work in large companies. Having the ability to speak two languages will certainly be an added value for us. Language does not only act as a communication tool and can make it simpler for us to adjust to our surroundings and our jobs. By understanding English, we will be a step closer to accomplishing our goals, whether they are career-related, business-related, or relationship-related. Therefore, it is crucial for a student to learn, master, and improve skills in English. (Dauyah and Yulinar, 2018), "Faktor-faktor yang mempengaruhi motivasi belajar bahasa Inggris mahasiswa non-Pendidikan Bahasa Inggris. The purpose of this study is to determine the elements that influence the motivation of non-English students at the teacher training and education faculty (FKIP). The results reveal that extrinsic motivation influenced the motivation of pupils more than intrinsic motivation.

THEORETICAL FRAMEWORK (LITERATURE REVIEW)

1. Definition of Learning

There are several theories about learning. However, in language acquisition theory, a theory known as behaviourism is widely utilized to define learning. "Learning emphasizes changes in behaviour that result from stimulus-response associations made by the learner" (Zhoe & Brown, 2015). According to this theory, when someone learns anything, their behaviour changes due to the stimulus-response relationship. Meanwhile, if they still need to alter, it shows they did not study.

Hamalik (as cited in Kharisma, 2018) claims that, learning is also defined as changing behaviour brought about by training and experience. As a result, training and experience have enhanced learning, leading to behavioural changes. Furthermore, Spears, Harold, Cronbach, and Gooch (Ratnasari and Mela (2011), page 13) described studying as "behavioural change or performance via the succession of actions, for example, by reading, inquiring, listening, and mimicking." Ratnasari and Mela (2011, p. 13) define a behaviour shift as "changing from ignorance to knowledge, appearing some new insight, shifting in attitude, skill, emotional state, and so on."

Studying English is "a systematic process that the teacher organizes to allow students to attain and implement learning objectives to engage with all of the learning resources" (Kharisma, 2018, p. 27). Learning English is acquiring English skills through a method or activity set by the teacher, depending on the learning goals. Speaking, writing, reading, and listening are examples. Finally, learning can induce changes in people during and after

learning. It refers to building English proficiency through various tasks prescribed by the teacher to accomplish the learning objectives of studying English.

2. Definition of motivation

"Motive" is an English noun derived from "motion," which signifies motion or something that moves. Beginning with the term motivation suggests that a motivating force has begun to act. "Motivation is some kind of internal drive that propels someone to do things in order to achieve something," claims Harmer (2007:28). However, some professionals give specific definitions in the context of learning English. Gross further said that learning motivation refers to "students' wants, needs, desires, and drives to participate and succeed in the learning process. (Dirty, 2006). The studying process will be easier to achieve with the motivation of success in this situation. Students need motivation for more than just participating in class activities. In addition, it is also important to consider many students will study from the they activities or the knowledge they receive. According to the definition given above, motivation is the cause or desire that inspires students to study English enthusiastically and voluntarily to attain their objectives.

3. Types of Motivation

There are two kinds of motivation: intrinsic and extrinsic. Intrinsic motivation This type of motivation manifests itself inside a person. For example, if someone wishes to acquire specific knowledge because, according to him, that knowledge needs to be known, so he learns it himself without coercion from other people or the surrounding environment. Intrinsic motivation, based on Dahliana (2019, p. 77), "refers to motives that originate from within the individual, not because of demands from other people or the environment." drive is entirely internal. Extrinsic motivation is defined as motivation that comes from factors other than Individual motivation, as opposed to intrinsic motivation, which occurs within the individual. Extrinsic motivation, according to Gardner, is affected by outside factors like societal pressure, a, the instructor's position, and the surrounding environment. The desire of students to satisfy other authority figures, such as parents, their motivation to succeed in an internal exam, or peer group effects are only a few examples of extrinsic motivational factors that are inaccessible to the impact of the teacher (Gardner, 1982). Harmer (2007:98) states that extrinsic motivation results from some outside factors, such as the need to pass the exam, hope for financial rewards, or future possibility.

METHODS

Descriptive qualitative design was chosen as this research approach. That is, the results of this study must be explained descriptively. The goal of qualitative descriptive research is to examine or picture social events that will be extensively, broadly, and deeply researched. According to Taylor and Bogdan, A qualitative approach, as defined by Lexy.J. Moleong, is a research process that generates descriptive data in the form of words spoken or written from people and behaviour that is observed. This method was used in this research to determine the amount of motivation to learn English among students in the English language laboratory, as well as whether the prevailing incentive in learning English is intrinsic or extrinsic.

The study was conducted at the University of Bandar Lampung's Language Laboratory. The researcher only took third semester pupils in the language laboratory. Participants in this study were English language laboratory students at the University of Bandar Lampung for a third semester of the 2022-2023 academic year. There are 326 third-semester students at the English laboratory at the University of Bandar Lampung. According to Sugiyono (2009:63), The entire sampling strategy was used in this investigation. whole sampling is a sampling method in which the number of samples equals the whole population. The purpose for employing total sampling is considering the large population of 326 students. Researchers have tried to maximize data collection. However, due to time constraints, it was not possible to collect all the data. So that 192 students were obtained as a sample.

Researchers collected data for this study using two types of devices. They are questionnaires and interviews. Azwar (2009:101) states that the questionnaire is a flexible and relatively simple data collection instrument. It consists of 26 questions where 1-13 questions are to gather information about intrinsic motivation, while 14-26 are to get information on extrinsic motivation. In this research, researchers utilized open-ended questions. The researchers adapted a questionnaire by Gardner's.

The Attitude/Motivation Test Battery (AMTB) by Gardner (2004) formed the basis of the questionnaire. AMTB focuses on numerous affective components that influence second or foreign language learning. The writer chooses twenty-six statements about motivation and attitude because they relate to the research question. There are intrinsic and extrinsic incentives, and the authors separate statements into these two categories. To avoid misunderstandings and make it simpler for people to respond to questions, authors

translated the statements from English into Indonesian. The score of questionnaires is based on the table below:

Optional	Score	
	Intrinsic Motivation	Extrinsic Motivatio
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

After conducting interviews and questionnaires. The data was evaluated by taking the mean of each question. Calculations were performed using a simple formula using Microsoft Excel 2010. This investigation lasted seven days. Data collection was carried out on January 14-20, 2023. To assess the amount of learning motivation in research subjects, a Likert scale on a question list item was used. The level of agreement or agreement-based is then determined. The parameters for interpreting the average range are as follows. The following are the scale factors used to measure the level of motivation based on the responses of the participants:

A Five-Point Likert Scale Mean Range

Mean Range	Interpretation
3.68 - 5.00	High degree of motivation
2.34 - 3.67	Moderate degree of motivation
1.00 - 2.33	Low degree of motivation

Using this scale, the author can assess student motivation and identify whether extrinsic or intrinsic motivation is more prevalent in students in terms of learning.

RESULTS AND DISCUSSIONS

The findings of this investigation were collected from surveys and interviews used to measure the level of motivation of students to study English and dominant intrinsic or External incentives in English learning among pupils who studied in English laboratories. This study was carried out in January 2023. This research focused on third-semester students who study English in the English laboratory.

Result of Questionnaire

This study's findings are categorized into three categories: general or overall student motivation, student motivation in each study program, and students' dominant motivation. More information will be provided below:

1. General student motivation level

The overall motivation level of semester three students in studying English at University of Bandar Lampung language laboratory. the quantity of samples is 192 students. According to the findings of the numbers analysed previously, each pupils has a unique motivation score. However, when it comes to studying English, the majority of them were very motivated, as many as 153 students, while 39 students had a moderate level of motivation, and average student motivation score was 106.8. Therefore, overall, students have a high level of motivation, with a total score of 4.26 on average. Interpretation of 4.26 According to the Likert Five-Point Scale, this is a high level of motivation. The findings of the average score are interpreted using the Five Point Likert scale.

2. Motivation level of students in each study program

Furthermore, the researcher explained the level of student motivation (figure 1) in each study program at the language laboratory at the University of Bandar Lampung through a bar chart. As seen in the bar chart below, the law study program is ranked first with a score of 4.44. Interpretation of 4.44 According to the Likert Five-Point Scale, this is a high level of motivation. It is also reinforced that they have high motivation to study English in order to boost their English skills and communicate with many people who use that language. Some stated that some of the material they studied at their faculty contained English. Hence, they felt that learning English was very important, which is why the law study program scored much higher than other study programs.

Then the civil engineering study program with an average score of 4.03. The interpretation of this score is that civil engineering study program students have a high level of motivation. Business administration study program also has the high motivation, with a score of 4.11. The Business Management has a score of 4.11, then communication science study program has a score of 3.86, with the interpretation of having a high level of motivation. The informatics study program obtained a score of 3.86 with a high level of motivational interpretation. Finally, the accounting study program is highly motivated to learn English, scoring 3.85. Each study program has a different score, but overall, each has a high

interpretation in learning English at the Bandar Lampung University language laboratory. Third-semester students in each study program at the Bandar Lampung University language laboratory are highly motivated.

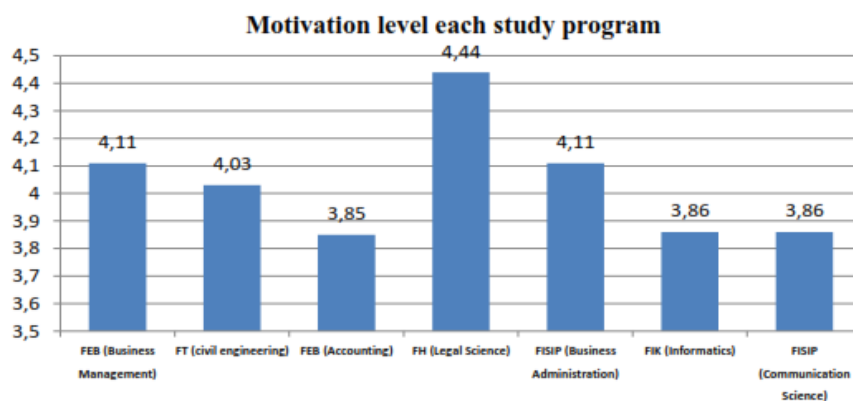


Figure 1

The findings revealed that some students from the above study programs were highly motivated to strengthen their English skills. They wanted to be able to communicate with various kinds of people. Some of them also said that some of the learning materials in their faculty contained English, so they thought learning was very important so that they understood the learning material in their respective study programs.

Based on previous research, "An investigation of student' motivation in learning English", another study by Fachraini (2017). There are several motives the reason students have a deep intrinsic motivation to learn English. Students desire to acquire English because they would like to improve their English skills, that they want to be more comfortable with English speakers, they want to be freer to participate in group activities from other cultures, and they want to learn English because it is something they have always wanted to do. They study English because they enjoy it.

Whereas based on previous research by Yulinar and Daayah carried out research in this area as well, "Factors influencing the motivation to learn English of non-English Language Education students" (2018). Results reveal that extrinsic incentive adds more to student motivation (39.66). The results also show the existence of extrinsic factors, such as. Rewards and Punishment, Lecturer Quality and Learning support Facilities.

3. Student's dominant motivation

The following pie chart illustrates the dominant intrinsic or extrinsic motivation in studying English for 3 semester students at the University of Bandar Lampung. It is included in the researcher's comparative score between internal and extrinsic motivation, as seen in Figure 2 of the pie chart below:

Comparison Between Intrinsic and Extrinsic Motivation



Figure 2: Comparison Between Intrinsic and Extrinsic Motivation

According to the questionnaire results obtained and analysed regarding dominant motivation, The pie chart depicts the outcomes of both intrinsic and external factors below (figure 2). Based on the pie chart below, intrinsic motivation scores higher than extrinsic motivation. Namely 4.26 (52%), while extrinsic motivation has an average score of 3.94 (48%). Although there are different scores between intrinsic and extrinsic motivation, both strongly interpret motivation based on the Likert Five-Point range scale. It can be concluded that language lab students, especially third-semester students more dominant intrinsic motivation. These findings can help address the study's research question.

2. Result of Interview

Interviews were conducted with fourteen UBL 3rd semester students from each class to validate the results from the questionnaire. The total amount of students interviewed was 14 In the student interview section, three questions were addressed to determine their impressions of the motivation to learn English in the English language lab at the University of Bandar Lampung. Consistent with the questionnaire, most interviewees were more intrinsically motivated to learn English Students with intrinsic motivation learn English because they have motivation that emerges within the individual rather than being affected by external circumstances to attain their learning goals. The following direct quotes are answers from the interview:

Respondents who were interviewed in this study totalled 14 students. For the first question regarding their reasons for learning English, the majority of them responded that they learnt English to communicate with a variety of individuals who, of course, use the

same language as English or can be said to have intrinsic motivation. According to the assertion contained in the questionnaire, "Learning English will enable me to meet and communicate with various people. "However, some students answer they study English because they want to obtain an excellent job. This assertion follows the questionnaire statement, "I learn English because it will be useful to get a good job."

Second question, which do you think is more significant, studying English for work (as an instrument) or or studying English to comprehend certain concepts of English better and appreciate British culture? Why? Moreover, from the student statements, most of the 14 students interviewed chose the second statement, namely, learning English to understand aspects of and appreciate English culture. Some examples of statements from a Student 1: "In my opinion learning English is more important to better understand aspects of English and appreciate English language culture because by understanding aspects of English itself we understand more about English so that we can automatically use it for work. ", there were also some students who chose the first statement, namely learning English for work, for example Students 7: "I chose to learn English for work, because English is very much needed, judging from several job requirements, including being able to speak English, especially at my age, which requires income from my language skills", but there are also those who choose that both are equally important, as the statement from Student, Student 9: "I think both are important because if we prioritize both for the reason that we speak English we will get a variety of positive things, if we prioritize one of them it is not enough then we must prioritize both because if we prioritize both we learn English we can get to know better other people especially people from abroad and also our opportunities to work in the company will be even greater"

From the statement above from 14 students, students preferred the second statement, "understand aspects of English and respect British culture." Students have greater intrinsic motivation than extrinsic motivation. Following the statements in the questionnaire, namely "I study English to understand better and appreciate British culture" and "I have a strong desire to know all aspects of English."

The last question is, what are the difficulties in learning English at the English Lab? Why? Moreover, the student's statement was Student 8: "the obstacle that I faced when I studied English in the language lab was difficulty in pronouncing vocabulary because there were words that I did not understand." Student 11: "Not confident because many are better at learning than speaking or other things." Student 5: "Maybe for the practice of practicing speaking English (conversation) who cannot be sure to practice it directly and cannot be as

fluent as a native speaker, as well as grammar. Because we lack confidence and are inconsistent, that becomes a problem for all of us." It can be concluded from some of the statements above that students experience difficulties in speaking and pronunciation. This question is intended so that we know the obstacles in learning English, especially in the English lab, are speech, pronunciation, and vocabulary problems.

From the interview data, it was concluded that intrinsic motivation dominates where these results align with the questionnaire data obtained. Namely intrinsic motivation of 4.26, while the extrinsic motivation of 3.94. These results illustrate that intrinsic motivation in the questionnaire data dominates.

DISCUSSION

The first question is about the motivation level of third-semester students learning English in the language laboratory at the University of Bandar Lampung. The author uses a questionnaire. The number of samples is 192 students. Based on the results of the numbers analysed previously, each student has a different motivation score. However, in learning English, most had a high motivation level of 153 students, while 39 students had a moderate motivation level, and the average student motivation score was 106.80. Therefore, overall, students have a high level of motivation, with an average total score of 4.26. Interpretation of 4.26 based on the Likert Five-Point range scale is a high level of motivation. This proves that students' motivation to learn English varies because each student has different motivations (Mahadi & Jafari, 2017).

The second research question concerns the dominant motivation in learning English among third-semester students studying at the University of Bandar Lampung language lab. Researchers used questionnaire scores to answer questions. The results showed that the total score of intrinsic motivation was 10659, and the average score was 4.26 which means a high level of motivation. While the total score of extrinsic motivation is 9846, and the average score is 3.94 which is included in the high motivation category. Based on the results above, the dominant motivation among third semester students studying in the language lab to learn English is intrinsic. Intrinsic motivation, according to Dahliana (2019, p.77), "refers to motives that originate from within the individual, not because of demands from other people or the environment." There are several reasons why students have an intrinsic motivation to learn English. They want to know aspects of English. They enjoy learning English, learning English will allow them to meet and communicate with various people, and they learn English to improve their English skills. They want to be able to interact more easily with English

speakers. They learn English because they have always wanted to do it, and they enjoy their English class activities. This is in line with research conducted by Fachraini (2017).

Whereas in previous research conducted by Dauyah and Yulinar (2018), the study's results proved that extrinsic motivation is the primary motivational factor in learning English compared to intrinsic motivation. There are several motivational factors. It was found that the quality of teaching and learning support facilities majorly affects the high motivation to learn English. Furthermore, these results differ from previous research conducted by Oletic (2014) and Gharib (2019); they found that students generally lack intrinsic motivation to learn English, and extrinsic motivation contributes more to students' reasons for learning English. Having intrinsic and extrinsic motivation is very important because it can affect success in learning English.

From the results of the interview, most students have intrinsic motivation. An example of an interviewee's direct quote is, "I study English to understand the people and culture they have." Because if we go abroad, meet foreign tourists, or study abroad, then we use English as a means of communication. Moreover, they exchange information and culture with each other." From the example above, it can be seen that successful students say that "I study English to understand the people and culture they belong to." This implies that they are intrinsically motivated because they love to learn. Moreover, it understands the culture of the people who speak that language. In addition, one of the students interviewed said that "learning English is very important to understand society and its culture because by studying the culture of society indirectly we have much insight and know the culture, so it is not difficult to fulfil one of the requirements to get a job." This demonstrates that pupils choose to study English because it appeals to the traditions of the people who speak it.

From results of questionnaire and interviews data described, it is possible to deduce that student's motivation in studying English has a high interpretation of motivation with score of 4.26, and intrinsic motivation dominates where these results are in line with the results of the questionnaire and interview data obtained. For intrinsic motivation questionnaire with a score of 4.26 while extrinsic 3.94. while the finding of the interviews that the majority of the kids were intrinsically motivated, as seen from the number of students who answered their motivations for studying English "I learn English to understand the people and culture they have." From these examples, it is possible to deduce that pupils who said, "I learn English to understand the people and culture they have." This means that individuals are genuinely motivated to study because they enjoy it. Understanding the culture of the people who speak that language is also important.

CONCLUSIONS AND SUGGESTIONS

Motivation is essential when learning a language, even English. With motivation, a person will lack the desire or passion to learn, which might have an impact on their learning success. In general, inspiration is split into two categories: intrinsic motivation, or motivation that comes from within the individual, and extrinsic motivation, or drive that comes from outside the individual. Based on the preceding chapter's study findings and data analysis, most students at the University of Bandar Lampung language laboratory have a high motivation to learn English. According to the data, 153 students are highly motivated to learn English, while the other 39 students are somewhat motivated.

The data analysis also reveals that the primary motivation of students in the language laboratory at the University of Bandar Lampung is a mix of intrinsic and extrinsic drive. The results show that the total score of intrinsic motivation is more significant than extrinsic motivation, with a score difference of 813 between the two. As a result, intrinsic motivation, or motivation that comes from within, is the overwhelming incentive among students studying English.

SUGGESTIONS

In order to improve pupils' motivation to learn English, the researcher makes the following recommendations for improving the teaching and learning process:

1. Teachers should provide additional motivation for pupils to study because kids' primary reason for learning English is intrinsic motivation. This means that it is the teacher's obligation to make teaching and learning activities as fascinating and creative as possible in order to maintain students' intrinsic motivation while improving extrinsic incentive. Both motives are required for learning achievement.
2. Students are urged to maintain their motivation, look for more sources of motivation and also be able to motivate themselves more because most of them already have high motivation in learning English because the more significant the motivation they have, the greater the chance to succeed in learning English. A high level of motivation can help you succeed in learning English.
3. This research is designed to provide an overview, information, and references about students' motivation to learn English for future researchers who would do research in this topic.

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