

A STUDY OF ESP STUDENTS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

Identifying the attitudes of the language learners is one of the influencing factors in acquiring and learning foreign language. Despite of attitudes towards the language, motivational factors are also the key that contribute to effective language learning. Thus, this study aimed at investigating the ESP students' motivation in learning English as second language. Data were measured using adapted questionnaire from Gardner's (1985) Attitude and Motivation Test Battery (AMTB) and analysed by using IBM SPSS23 software. The data were analysed by means of frequency, percentage, arithmetic mean and standard deviation. The questionnaire was administered to a group of 40 students who come from English for Specific Purpose class with varied proficiency levels. The main findings exhibited that the ESP students had positive responses on both integrative and instrumental motivation. Nevertheless, the students found to be slightly more integrative motivated to learn English with overall mean score of (M=1.69 SD=0.40) over instrumental motivation with (M=2.04 SD=0.52). This discloses that integrative motivation is a substantial factor among this group of students learning English. Henceforth, various relevant and useful motivational learning implications are recommended for enhancement and improvement of the students' motivation.

Keywords: Motivation, Integrative Motivation, Instrumental Motivation, Attitude and Motivation Test Battery (AMTB), Second Language Learning, ESP

INTRODUCTION

Learning a foreign language is quite a challenge for certain people. However, with the right key of motivational factors, some people might be driven forward to acquire the language despite of the challenges and difficulties. As we know, English is the second language widely used in formal and informal context after the mother tongue, Bahasa Malaysia. Learning the language is no longer an option for Malaysian students due to education policies that highlighted the importance of English years ago.

It is becoming more provocative for the students when the government implemented the new policies where English is a compulsory subject in order to pass the national examinations for primary and secondary levels. The tertiary level is also affected by this new policy where Malaysian University English Test (MUET) has becoming one of the pre requisites for university entrance. By having all of these pressures, students tend to portray

negative attitudes in learning English as the second language which might also affect the students' interest and passion to learn the language. The process of learning English as the second language is becoming more thought-provoking and the education development has witnessed many changes in recent years which affected not only the students but also the educators.

As proposed by Krashen (1985), "people acquire second languages only if they obtain the comprehensible input and if their affective filters are low enough to allow the input 'in'. According to Krashen's theory, affective filters encompass motivation, attitude orientations, anxiety, and self-confidence". From all of the factors mentioned, motivational are frequently used in exploring learners' language learning. This factor can be considered as quite crucial and vital in encouraging learners to learn. What is more, the researchers widely viewed that the high motivation along with positive attitude is one of the key factors that drives the learners to succeed in learning the English language. With the presence of motivation in language learning, it somehow makes the learning process smooth and effective. In dealing with students; motivation in language learning, teachers also have to play their roles by assisting and providing guidance for them. Since, motivation serves the significant purpose in facilitating the learners in second language learning then by observing their motivations in learning; the teachers will be having better understanding on their needs. Tambunan & Siregar (2016) suggests that, "Motivation and educational achievement as reflected in grade point average are positively correlated at all levels of schooling, elementary through college."

Additionally, Gardner and MacIntyre (1991) also propose that motivation is divided into two types which are intrinsic and extrinsic motivation which later categorized as integrative and instrumental orientation. Both types of orientations serve the learners with different purposes and goals, as suggested by Oroujlou and Vahedi (2011), where the integrative orientation focuses more on the learners' desire to learn to do something without an inducement or reward from others. While instrumental orientation is when the learners learn or do something desire of achievements to get external rewards. Different types of motivation might serve different purposes for the students. However, the end game is still the same, which to master the language and achieve their goals either extrinsically or intrinsically.

LITERATURE REVIEW

Second Language Acquisition

The process of learning any language after the first language known as second language acquisition as proposed by Saville-Troike (2006). Stefánsson (2013) suggests, "there are different ways to acquire second or foreign languages which can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society." The Nativist, the Behaviourist and the Interactionist theories are the focal pillars of second language acquisition in which influenced on the teaching and learning of L2.

Escamilla and Grassi (2000) proposed that the Nativist theory explores the linguistic aspects of language acquisition and provides an answer to the question of how people acquire a second language. As mentioned by Escamilla and Grassi (2000), in 1965, Chomsky came out with this theory by suggesting that people possess a Language Acquisition Device (LAD), a sort of neurological wiring that, regardless of the language to be acquired, allows a child to listen to a language, decipher the rules of that language, and begin creating with the language at a very young age. However, the theory was criticized due to certain weaknesses which later

influenced Stephen Krashen to come out with his own theory called the monitor theory which is related to attitude and motivation in second language learning.

Later in the 1950s, the behaviourist theory evolved which later adapted to second language acquisition and also L2 teaching methodologies. The major principle holds by the behaviourist theory lies in the analyses of human behaviour in observable stimulus-response interaction and the association between them. This is supported by Lightbown & Spada (1999) described that behaviourists account for learning in terms of imitation, practice, reinforcement (or feedback on success), and habit formation. As one of the pioneers of behaviourism theory, B.F Skinner (1957) provided one of the earliest scientific explanations for language acquisition. He argued that children learn language by associating words with meanings based on behaviourist reinforcement principles.

Meanwhile, the two most prominent figures in the interactionist theory are Long (1996) and Vygotsky (1978) which believes that the development of language proficiency is promoted by face to face interaction and communication. As cited in Tran H., (2009), Long (1996) proposes that the interaction hypothesis comprises two types of form which are strong and weak form. Vygotsky (1978) proposes the idea of a model human development which known as a socio-cultural model where he believes that all cultural development in children is visible in two stages. The first stage is when the child observes the way adults communicating and the second stage is when they themselves later develop the ability to communicate based on the observation.

As similar to the input hypothesis which has been proposed by Krashen, the interaction theory also agreed that the comprehensible input is vital in language learning where it is greatly increased when learners have to negotiate for meaning. However, not all researchers agree with the statement as Ellis (1991) notes that interaction is not always positive which sometimes it can make the input more complicated, or produce amounts of input which overwhelm the learners.

Motivation in English Language Learning

One of the greatest challenges facing by educators nowadays is to motivate the learners in learning the language. Besides attitude, motivation is also regarded as one of the important contributors to language learning which influence the learners' success or failure in acquiring the language. There are tremendous studies on motivation with different purposes and results which give significant impacts on the current studies. As proposed by Zahiry (n.d), "motivation is a multi-facet concept which was studied by different researchers at different times and motivation itself has undergone a lot of changes during the course of time."

The definitions of motivation are also varied from one researcher to another depending on their understanding of the concept of motivation. Gardner (1989) defines motivation as, "a combination of effort and desire to obtain the aim of learning the language as well as positive attitude towards learning the language." Aridah (n.d) also suggests that "motivation in language learning is the combination of effort and desire in achieving the goals of learning a language." While Ortega (2009) defines motivation in language learning as the desire to learn a second language followed by an effort to sustain the initiation.

The presence of motivation in language learning is crucial and vital because it is the key in driven the learners to keep learning the language. There are various ways to make the learners keep learning the language, but to make their interests consistent, motivation needs to

play the role. As suggested by Cocea & Weibelzahl (2007), "motivation is a key component of learning." The learners' motivation is not static; it fluctuates depending on various factors such as the learners' intensity of desire or need, expectations, incentive or reward value of the goal and etc. As Dörnyei (2005) proposes, "every different psychological perspective on human behaviour is associated with a different theory of motivation".

Based on the previous researches, they have identified two major types of motivation namely intrinsic and extrinsic. Intrinsic motivation refers to the learners' desire in doing or attaining something due to self-enjoyment, pleasure or satisfaction. As Deci (1975) proposes that, "intrinsically motivated behaviours trigger "internally rewarding consequences" such as the "feeling of competence and self-determination." For intrinsic motivation, the stimuli used to drive the learners in performing a specific task are coming from within which not drive by other people or the end resulted of something. Meanwhile, extrinsic motivation is external in nature as proposed by Pintrich (2003), "it is the desire to do or achieve something, not for the enjoyment of the thing itself, but because doing so leads to a certain result."

In other words, the learners will feel motivated in learning the language due to some outside sources such as obtaining good results, securing better jobs, passing the university's requirements and etc. In some situations, it is possible for the learners to be motivated from both types of motivation: intrinsic and extrinsic where they might be learning the language because to fulfil the graduation's requirement (extrinsic) and throughout the lesson, they develop the interest to know more about the new language or culture.

In the study conducted by Seddi (2017), suggests that the learners of the language were highly motivated in learning the language. The learners were also integrative motivated rather than instrumentally. By having high motivation in language learning, it will be easier for the learners to acquire it while those who have no motivation might be facing difficulties and lack of interest in learning the language. Suryasa et al., (2017), also proposes in their study that the students are relatively "highly" motivated and found to be slightly more "instrumentally" motivated to learn English which reveals that instrumental motivation is a significant factor among this group of students learning English.

As Oroujlou and Vahedi (2011) proposed in their study, that motivation and attitude have great roles in raising proficiency and efficiency of the students in language learning. They added that even the brilliant students in the class might have shown little progress if they have low motivation in language learning. This shows that the students' motivation plays a vital role in influencing their test's scores or performance in class.

Nonetheless, motivational factors are not the only keys for the language learners to learn the language; the teacher should also play their role in creating effective and conducive environments for the students. As suggested by Gomleksiz (2001), "motivation depends on the social interaction between the teacher and the learner. To be able to create an effective learning environment, having highly motivated students necessitates strong interpersonal and social interaction." Yang (2012) also proposed that "the importance of creating a pleasant environment where everyone plays as well as learns the language and inspiring them that nothing is impossible to a willing heart, attitude is important."

Instrumental and Integrative Motivation

Gardner and Lambert (1972) are the people responsible for proposing this framework for understanding the learners' different types of motivation where these two types of motivation were introduced in the socio-educational aspect.

Learners with instrumental motivation will always be driven by their goals and objectives in doing something. This type of motivation mainly focuses on expanding, reaching and growing their knowledge in order to achieve the targets and goals. They perform the task to get external rewards such as appraisal, self-fulfilment, respect, money or power. As Ehrman (1996) proposes that, "integrative motivation refers to learning to accomplish a task, such as passing a course, getting a better salary and many more." Saville (2006) also supports this statement by mentioning that, "instrumental motivation is able to improve the social status or self-image, better careers, and business opportunities, to further study or meet the requirements of school and etc."

Dornyei (1990) suggests that the influence of instrumental motivation on the learners could be more crucial to be compared to integrative motivation since the learners might be lacking in terms of knowledge and experience to take part in the culture of the language. The previous study conducted by Goktepe (2014) which examined 90 first-year business studies undergraduates at a Turkish university and their motivation towards learning English as a foreign language showed that most of the learners learn English for instrumental purposes while some learners are influenced by integrative factors. Hong and Ganapathy (2017), also studied on the influenced of instrumental motivation on their students found out that the learners are more instrumentally motivated than integrative motivated in ESL learning. Hence, it can be assumed that learners with instrumental motivation learn the language in fulfilling some non-interpersonal purposes.

As opposite to instrumental motivation, the integrative motivation refers to the learners that want to learn the language in order to be able to speak to the native speaker of that language and to socialize and participate with the target group. As Gardner (1985) suggests, "integrative motivation refers to a favourable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through the use of the language." Brown (1994) also defined integrative motivation as of where learners have the desire to integrate into the target language community, culture and become part of that society.

The learners with integrative motivation tend to be more persistent and have high interest in learning the language where being more active in class and less likely to drop out of the class. They performed the specific task in language learning in order to have a better understanding and able to mix with the native speaker. Conversely, the students also have the tendency to portray both instrumental and integrative motivations in learning English. Chalak and Kassaian (2010) reveal the result in their study where the Iranian Non-native speakers of English were driven by instrumental and integrative reasons in order to learn the language.

Attitude and Motivation Test Battery (AMTB)

Gardner (1985) has developed the Attitude/Motivation Test Battery (AMTB) which is a research instrument to assess the major affective components shown to be involved in second language learning. The structure of the Attitude/Motivation Test Battery differs somewhat from form to form depending upon the purpose for which it is intended. As Gardner (1985) suggests, previously it has been directed to the investigation of English-speaking students learning French as a second language. Thus, the items comprise the battery in which concerned more about French. Despite that, the test battery has been developed for over 20 years of research and up until these present days, the test has been used by many researchers from all over the world, exclusively for researchers that dealing with learners' attitudes and motivation in second language learning.

Problem Statement

This study attempts to analyse the types of motivation preferred by the English for Specific Purpose students from Islamic Studies faculty when learning English as the second language. Majority of the students has limited exposure in English language which eventually affecting their performance and interest in learning the language. For the Islamic Studies students, their low proficiency is caused by lack of interest and the use of Bahasa Malaysia as the medium of teaching in class. The different curriculum in school learning is also one of the contributors to this problem since most of the students were coming from religious school. Due to the reason, some of the students have no interest and commitment to learning English as the second language which has left a great impact on their performance during the tertiary level. Ahmad et al., (2014) also proposes that,

“Malaysia’s dualism education system creates a vacuum in the sense that students from religious school background are often associated with low performance in the English language. Despite years of exposure to the English language instructions, students from the Islamic education schooling system are still not proficient in the English language. This is shown when many only managed to get Bands 1 and 2 in the Malaysian University English Test (MUET).”

These situations have triggered the curiosity of the researcher to study deeper on what are the possible factors that might be the main reason behind their motivational factors and levels of proficiency when learning the target language. Despite of the mentioned situations, the students also have the perception that learning English is difficult and not enjoyable. It is reflected through their class participation and exam performance. This condition is perturbing and tantalizing for the English teachers to teach the students because it might be affecting the students’ interest and passion in learning the language. Thus, this problem has to be curbed by observing their motivation in learning. By identifying the types of motivation, the English teachers can take this opportunity to make them become more enthusiastic and participate actively in class activities. Perchance, the students are still confused with their aims and goals of learning English.

Research Objective

The focal purpose of the study is to analyse the motivation of the ESP students from Islamic Studies faculty in learning English. Therefore, the objective of the study can be summed up as follows:

1. To identify which two types of motivation (integrative or instrumental) that preferred by the ESP learners.

Research Question

By applying the theoretical framework of Gardner and Lambert (1972) in attitude and motivation studies, the present study will investigate and analyse the motivation of the ESP students in learning English and attempt to answer the following questions:

1. Which types of motivation are preferred by the learners in learning English: Instrumental or Integrative?

Significance of the Study

Undeniably, there were countless past studies on students’ motivation in learning English as a second language. Yet, this study has its own significant contribution to USAS English lecturers in dealing with ESP students. By selecting the target participants with different background

and proficiency, this study will give an insightful impact not only on students but also for language lecturers.

By having the result and finding of this study, optimistically it will enthuse the lecturers, students and even other researchers to have an in depth and extensive study on students' motivation in language learning. Thus, by highlighting this matter, the educators will be able to cater to the needs of our students and at the same time producing more proficient speakers and users of the English language. Overall, this study offered a significant contribution to the field of research.

RESEARCH METHODOLOGY

The study adopted the quantitative analysis using a questionnaire survey in gathering the data for the purpose of this study. The questionnaire items measured the motivations of Islamic Studies students' in learning English. The research was conducted at the Sultan Azlan Shah University, Kuala Kangsar, Perak. The main target participants were chosen from Islamic Studies courses. They were final semester students in English for Specific Purpose classes for their respective semester.

There are several reasons for choosing the target participants. Firstly, they are the most suitable target group to be studied based on their secondary educational background was from religious schools and were exposed to limited use of English. Secondly, majority of the diploma students from this Islamic studies faculty are having difficulties in learning English since it is a compulsory subject to graduate. Thirdly, based on the lecturers' observation, the majority of these participants have low proficiency in English especially in writing and speaking skills. This is supported by their previous results in other English subjects.

Thus, it is very interesting to explore their attitudes towards English language learning. In order to answer the above research question, a total of 40 students consisted of male and female were selected to participate in the survey. These 40 students were selected from ESP classes in semester 3 2018/2019 based on the purposive sampling method. Their proficiency levels varied from beginner, intermediate to advanced learners. The main purpose of this study is merely to identify their motivation in learning English and not to generalize the finding for the whole population of Islamic Studies undergraduates in USAS.

The questionnaire was divided into two components consisted of the general demographic information of the students and another component is on the students' motivation. The 10 questionnaire items were adapted from Gardner and Lambert's Attitude and Motivation Test Battery (AMTB) 1985 to measure students' motivation in learning English as the second language. The 5 points Likert's scale was used to measure the students' attitudes in language learning.

The questionnaire survey was distributed to the 40 students in class, with the observation from the lecturer. Before the survey was conducted, a brief explanation has been done by the researcher to make sure the answering process went smoothly and all participants were able to comprehend which will make the study more reliable. Each participant was allocated 20 to 30 minutes to answer all items in the questionnaire. Descriptive analysis was applied in calculating the scores for each item. The data were analysed using both inferential and descriptive tools. Data were collected, gathered and analysed using IBM SPSS23 software and presented in tables to identify the means of frequency, percentage, arithmetic mean and standard deviation of the students' motivation in learning English.

FINDINGS AND DISCUSSION

Findings

The table 1 below indicates the figures of the respondents' outcomes on the instrumental motivation which are represented by five items labelled as Q1, Q2, Q3, Q4, and Q5. Same as the items in the attitudes section, the five items are also measured by using Likert's Scale ranging from scale 1 for strongly agree until 5 for strongly disagree.

For Q1, only 32.5% of the respondents which equal to 3 students indicate their agreements on the statement where they are using English only in class and during examinations while strongly disagree receives the least percentage which is 12.5% (5 students). About 25% or 10 of the respondents disagree with Q2 that they are more interested in fulfilling the university's language requirements rather than learning the English language itself. Furthermore, Q3 and Q4 recorded the same percentage where 82.5% which equivalent to 33 out of 40 respondents point out that learning English is important for travelling abroad and attending a job interview. As for the last item, Q5 which under instrumental motivation, 40% of the respondents (16 students) agrees that learning English is important for making the respondent a knowledgeable and skilful person so others will respect them.

The mean scores for instrumental motivation are also presented in table two which consists of five items. Table two demonstrates the findings which show that Q2 receives the highest mean score ($M=3.00$ $SD=1.33$) whereas Q4 receives a mean score of 2.02 while 1.02 for the standard deviation. All in all, the instrumental motivation items portray 2.04 of the overall mean score preceded by the standard deviation of 0.52.

Table 1 *Result on the Respondents' Instrumental Motivation in Learning English*

A Study Of Esp Students' Motivation In English Language Learning

Types of motivation in learning English	1	2	3	4	5	Mean Score	Std. Deviation
	Percentage (%)						
Instrumental Motivation	Frequency						
1. I am using English only for the class assignment and during the exams.	17.5	32.5	15.0	22.5	12.5	2.8000	1.32433
	7	13	6	9	5		
2. I am more interested in fulfilling the university's language requirements rather than learning the English language itself.	17.5	20.0	22.5	25.0	15.0	3.0000	1.33973
	7	8	9	10	6		
3. Learning English is important for travelling abroad.	82.5	15.0	0	2.5	0	1.2250	.57679
	33	6	0	1	0		
4. Learning English is important for attending a job interview.	82.5	17.5	0	0	0	1.1750	.38481
	33	7	0	0	0		
5. Learning English is important for making me a knowledgeable and skillful person so others will respect me.	35.0	40.0	15.0	7.5	2.5	2.0250	1.02501
	14	16	6	3	1		
Overall Mean Score/ Std. Deviation						2.0450	.52131

Besides the instrumental motivation, integrative also come as the second source for the respondents in learning English. Similar to the instrumental section, this section also consists of five items which represented by the Likert's Scale. Based on collected responses for Q6, 57.5% of the respondents (23 students) strongly agree that studying English enables them to understand English books, movies, pop music and many more. Q7 also shares the same percentage (57.5%) where they strongly believed that by studying English, it enables the respondents to discuss interesting topics in English with the people from other national backgrounds.

The other major integrative motivation chosen by the respondents is from Q8, where 24 of the respondents or 60% agrees that studying English enables them to keep in touch with foreign acquaintances. Meanwhile, for Q9, 52.5% of the respondents (21 students) underline their integrative motivation in learning English is due to their appreciation towards English arts and literature. The result for Q10 also presents the same percentage where 52.5% which coequals to 21 students choose strongly agree on their determination to study English as best as they can, in order to achieve maximum proficiency.

With regards to integrative motivation, table 3 presents the findings for each of the items. From the study, the highest mean score marks by Q9 with 2.25 of mean score and 0.83 for the standard deviation. Followed by Q6 ad 7 where both score 1.45 of mean score and 0.55 for standard deviation. The overall mean score for integrative motivations is (M=1.69 SD=0.40).

Table 2 *Result on the Respondents' Integrative Motivation in Learning English*

Types of motivation in learning English	1	2	3	4	5	Mean Score	Std. Deviation
	Percentage (%)						
Integrative Motivation	Frequency						
1. Studying English enables me to understand English books, movies, pop music etc.	57.5	40.0	2.5	0	0	1.4500	.55238
	23	16	1	0	0		
2. Studying English enables me to discuss interesting topics in English with people from other national backgrounds.	57.5	40.0	2.5	0	0	1.4500	.55238
	23	16	1	0	0		
3. Studying English enables me to keep in touch with foreign acquaintances.	35.0	60.0	2.5	2.5	0	1.7250	.64001
	14	24	1	1	0		
4. Studying English enables me to appreciate English arts and literature.	15.0	52.5	27.5	2.5	2.5	2.2500	.83972
	6	21	11	1	1		
5. I am determined to study English as best as I can to achieve maximum proficiency.	52.5	37.5	10	0	0	1.5750	.67511
	21	15	4	0	0		
Overall Mean Score/ Std. Deviation						1.6900	.40497

Discussions

Research question: Which types of motivation are preferred by the learners in learning English: Instrumental or Integrative?

The research question aimed to identify the types of motivation preferred by the learners in learning English as their second language. The finding of the study showed that the respondents portrayed positive feedback for both types of motivation; instrumental and integrative. Instrumental motivation received 2.04 for the overall mean score and 0.52 for standard variation. Whereas, integrative motivational scored 1.69 for a mean score with 0.40 standard variation. This finding is corroborated with a study conducted by Delgado (2016), where the first-year students at Naresuan University International College (NUIC), Thailand depicted their interest in learning the English language based on both instrumental and integrative motivation. Same goes with a study conducted by Chalak and Kassaian (2010) where the students displayed both types of motivation in learning the language.

Even though both received mean scores below 2.5 which indicated their positivity in learning English, nevertheless the study's finding showed that integrative motivation turned out to be the primary source for the respondents in learning English as the second language. 97.5% of the respondents chose strongly agree and agree options when it came to integrative motivation. They were interested in learning the language due to tremendous reasons as listed in the findings section.

Majority of them really want to learn English because they believed that by studying the language, it will assist them to have a better understanding when reading English books, listening to English songs or watching English movies. Despite that, English will also help them to discuss interesting topics with people from different countries. The respondents were also driven by their self-determination in improving and achieving maximum proficiency in English. Furthermore, this finding is substantiated by a study conducted by Pizarro (2017) where the result of the study revealed that the Engineering students seem to be more integrative rather than instrumentally oriented towards English and the learning of English language. However, contrary to other research study conducted by Hong & Ganapathy (2017), the students in a secondary school in Penang are more instrumentally motivated than integrative motivated in ESL learning. Plus, instrumental motivation is also found to have a greater impact on students' English language learning as proposes by Goktepe (2014) in her study which observed 90 first-year business studies undergraduates at a Turkish university where most of the learners learn English for instrumental purposes.

Nonetheless, instrumental motivation is also regarded as the essential key to trigger their motivation in learning the language. The results for this type of motivation disclosed that 100% of the respondents ticked strongly agree and agree that learning is vital and crucial specially to prepare them for attending an interview. This finding is also supported by a study conducted by Ting et al., (2017) on the employers' views on the importance of English proficiency and communication skill for employ-ability in Malaysia. Based on the findings of the study, it revealed that if the graduates have good communication abilities can increase employability and opportunities for career advancement.

Moreover, the findings also highlight the communication skills that universities need to accentuate on their courses or programs so that their graduates have the necessary skills to perform well in employment interviews and in their work. Thus, it can be concluded that all of the respondents in this study believed that English is one of the important elements in order to excel in the job interview.

Furthermore, there is 97.5% respondents also conceived that English is needed for travelling abroad as the mean of communication with foreign people. A study conducted by Hovhannisyanyan (2014) also discovered that the Greek learners of the sixth grade of primary school and the third grade of lower secondary school are strongly motivated to learn English to be able to travel and to communicate in English internationally. Surprisingly, 40% of the respondents are against the idea that they only learned English for the sake of fulfilling the university requirements. This might promote the idea that the students wanted to learn English not because of the requirements set by the university but for the sake of enjoying the language learning itself and self-improvement.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

This mini research on students' motivation in language learning is not an extensive study which contains tremendous limitations. One of the major limitations is on the target participants which should be varied. As for this current study, the participants were focused on the English for Specific Purpose only. Moreover, the number of participants is also limited. The other limitation that we should pay extra attention is the study is not conducted in depth where it can be extended by including an observational study.

As the language learning motivation is one of the most significant learning factors, the urge to determine the definite motivational situations of any target participants is useful. This is to ensure the benefits of their language-learning effectiveness and proficiency. Furthermore, to make the study more intensive and rigorous, a comparison between students from Islamic Studies and Information Technology Management faculties will contribute to more valid and reliable study on motivation in language learning. In the future research, by having all these research gaps, more profound and thoughtful understanding on students' motivation in language learning will be explored.

CONCLUSION

Learning English as a second language in Malaysia is common among Malaysian due to its importance in driving Malaysia to be one of the developed countries one fine day. Although English is officially has been declared by the government as the second official language after Malay, the acceptance among Malaysian students is still low, especially students from rural areas, who still viewed English as an alien language which has no importance to their lives. This sceptical perception should be changed in order to achieve the goals of 2020. Due to the negative perceptions of the English language, it has left great impacts on our education system which will also influence their future, especially in job seeking.

As the conclusion, this small-scale research was conducted to provide some insight on the ESP students' motivation in language learning. In this study, the students' motivation was analysed using the quantitative method which adapted from Gardner's (1985) 'Attitude Motivation Test Battery (AMTB) to measure the non-linguistic goals in second language learning. It can be seen from the results and findings majority of the ESP students preferred integrative rather than instrumental motivation in learning English in USAS.

The study offers useful knowledge and information for the language department or university to improve their English courses. The students' motivation in language learning can be a prodigious source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere. Students with ample and correct motivation will become competent language learners with ultimate language proficiency which caters all four major skills.

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