



THE IMPACT OF COMPONENTS OF MOTIVATION ON MOTIVATED BEHAVIOR OF INDONESIAN ENGLISH LEARNERS



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ABSTRACT

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That motivation plays an important role in language learning has been explored in many studies but what are those components of motivation for foreign language learners and how they affect learning behavior are not much reported. A seven-point Likert Scale questionnaire comprising five parts was developed for perceptual motivational variables to collect data from 321 students for this study. The present study identified seven motivational components of foreign language learners to be positively and significantly correlated with their motivated behavior. The findings also indicated that extrinsic and intrinsic orientations were not antagonistic but complementary to each other in motivating learners to perform activities in learning a foreign language. The findings also suggested that learning experience predicted best learners' behavior in learning English as a foreign language. A suggestion based on the findings was that classifying the primary reasons of language learners under extrinsic and intrinsic motivation exclusively without differing degrees of their motivational orientations is not sufficient to portray the drive for learners' learning behavior when teaching a foreign language.

Contribution/ Originality: This study's contribution to the existing literature is that among all motivational components, the best one is the learners' behavior in learning English as a foreign language, and that the extrinsic and intrinsic orientations are not antagonistic but complementary to each other that predict learners' motivation to perform activities in learning a foreign language

1. INTRODUCTION

A traditional dichotomy of motivation as intrinsic motivation and extrinsic motivation, which is common in general education (Baranovskaya, 2015; Hedi, 2000; Tokan & Imakulata, 2019; Vallerand, Pelletier, & Koestner, 2008) has also been widely accepted in language learning. Extrinsically motivated behaviors are the ones that the individual performs to receive some extrinsic reward, e.g., good grades while intrinsically motivated behaviors are internal, e.g., the joy of doing a particular activity (Dörnyei, 1994). Dörnyei (2003) claims that the concept of motivation introduced by Gardner and Lambert (1959); Gardner and Lambert (1972) has no obvious parallels in any areas of mainstream motivational psychology. He further explains that intrinsic and extrinsic motivation, which

he has introduced in language learning, is associated with self-determination theory, one of the influential approaches in motivational studies.

The introduction of self-determination theory in L2 learning by Dornyei (2009) seems to be an answer to a need for more reasonable measurement for motivation in language learning. As stated by Wong, Chai, Chen, and Chin (2013) there is a need for developing an approach which has a closer link between the process of teaching and the process of learning a foreign language, and they further indicate that the socio-educational approach to measuring language learning motivation, as developed in Gardner's model, has its focus on social attitude rather than language relevant feelings and behaviors in the classroom, and many studies have supported the validity and applicability of Dornyei (2009) theory (Papi & Teimouri, 2014).

Even though the motivational concept has been well established, the development of the concept continues to be enriched. Kormos, Kiddle, and Csizer (2011) suggest that a model of motivation is not complete without considering the final outcome of the motivational processes, which is popularly known as volition in educational psychology. In language learning, the parallel construct for volition is often called motivated behavior, which consists of effort and persistence (see also Kormos and Csizer (2014). Tremblay and Gardner (1995) also distinguish effort from persistence; effort refers to the amount of energy spent at a task while persistence is effort toward the task which is maintained over time. An individual may have high effort but low persistence; the individual may spend much time at a task (persistence) but work on the task at a low rate (effort). How they were related and how they were correlated with motivated behavior was also explored in the present study, which is rarely explored in studies related to learning a foreign language.

2. LITERATURE REVIEW

Many studies have been explored to identify the effect of motivation on learning another language and the findings of the studies support the significant correlation between motivation and the process of second language learning (Martinsen, Alvord, & Tanner, 2014; Ziegler & Moeller, 2012). The concept of motivation in foreign/second language learning has been inspired by Gardner and Lambert (1959); Gardner and Lambert (1972). They made a distinction between two kinds of motivation in SLA: integrative orientation and instrumental orientation. Both are believed to exist before the learners decide to learn another language. Integrative motivation, which refers to the individual's willingness and interest in having social interaction with members of second language learners or L2 learners, seems to be the center of their basic model of motivation in second language acquisition (Gardner, 2000; Gardner, Tremblay, & Masgoret, 1997). Many studies have been conducted based on Gardner and Lambert's study of 1972 (Abdilah & Chowdhury, 2013; Genç, Kuluşaklı, & Aydın, 2016; Masoud, Ali, & Roghayeh, 2012) whose validity and reliability has been provided. However, a study by Warden and Lin (2000) which was conducted with students in Taiwan, provided evidence that the integrative motivational students were absent in the study, which involved language learners in Taiwan. It was argued that the distinction between integrative and instrumental orientations were relevant with students who learn English as a second language (ESL) as opposed to students in Taiwan, who learn English as a foreign language (EFL) even though a study with students in Russia proved to support the existence of the two different categories of motivation in learning a foreign language, namely instrumental versus integrative motivation and extrinsic versus intrinsic motivation in a single study (Komlósi, 2017). How motivation of EFL learners in different contexts is categorized and how their motivation plays an important role in learning English needs to be further explored.

Besides successfully introducing self-determination theory to motivational orientation in language learning, Dornyei (2009) has also developed *the L2 motivational self-system* in language learning. His theory represents a major reformation of motivational thinking by its explicit utilization of psychological theories of the self in language teaching; his model has grown out of the combined effect of two significant theoretical developments. One part takes place in the field of language learning and the other in psychology (Dornyei, 2009). The self-system has three

components in language learning; the three components are *the ideal- L2 self*, *the ought- to L2 self*, and *L2 learning experience* (Dörnyei & Chan, 2013; Papi & Teimouri, 2014). The first of component refers to the specific aspects of second language learning, representing aspirations, hopes, and wishes of the learners, while the second component is related to the believes the learners have to possess. The beliefs include obligations, responsibilities, and expectations the learners to avoid potential negative outcomes. Third component of the system relates to situated motives of learning environment.

Self-determination theory has also enriched the concept of motivation with what is referred to as *perceived self-efficacy* in language learning. Self-efficacy is another major component of motivation and influences an individual's choice of activities, level of effort, persistence, and emotional reactions to success or failure (Ziegler & Moeller, 2012). Busse and Walter (2013) define self-efficacy as perception of whether students can cope with their learning and they may embark on and continue learning. Mills, Pajares, and Herron (2006) elaborate this theory that what people believe in their mind will affect how they do activities; their believes enable them to exercise control over actions. The sense of efficacy also plays a role in raising the anxiety but anxiety itself is also one of the sources of self-efficacy; therefore, anxiety serves as both a source and effect of self-efficacy beliefs (Mills et al., 2006). Anxiety in language learning refers to the anxiety which originates from various appraisal situations, such as a fear to communicate with others, failure in test performance, and fear of negative evaluation (Papi, 2010). The two individual components of motivation: self-efficacy and anxiety are often assumed to have negative inter-correlation in learning a foreign language and in the present study the two variables were identified how they were correlated.

Many studies have proposed different concepts of motivation from different perspectives and different concepts consequently have different constructs of motivation in language learning. Kormos et al. (2011) indicate only a few theories of L2-learning motivation which attempts to describe how motivational constructs interact. Papi (2010) introduced a causal model of motivational processes. His study of L2 motivational self-system was related to motivated behavior and it was meant to test a theoretical model that subsumes the ideal-L2 self, "the ought-to L2 self", the L2 learning experience, anxiety and intended effort to learn English. However, extrinsic and intrinsic motivation as an important factor of motivational processes was not included in the study. Another study which also proposed a causal model of motivational constructs was conducted in Hungary by Kormos and Csizer (2014). They identified that self-regulatory strategies and autonomous learning behavior were interacted. Even though their model included more variables in EFL learning, namely the ideal L2 self, they did not address motivational orientations of extrinsic and intrinsic as the primary drive of learning behavior.

To the best of our knowledge, the present study is the first endeavor to explore how extrinsic and intrinsic motivation, together with the three aspects of self-system, self-efficacy and language anxiety, are correlated with motivated behavior of EFL learners in a tertiary setting. The purpose of this study was to investigate how extrinsic and intrinsic orientations affected motivated behavior as final outcome of motivational processes and how the two orientations interacted with other motivational factors to result in motivated behavior in light of self-determination theory. Therefore, the following two research questions were addressed in the present study.

1. How did extrinsic and intrinsic orientations affect motivated behavior of EFL learners in tertiary setting?
2. How were the motivational variables classified under the self-determination theory interacted to affect motivated behavior of EFL learners?

3. MATERIALS AND METHODS

3.1. Instruments

A seven-point Likert Scale questionnaire comprising five parts was developed for perceptual motivational variables. The research instrument was a self-reporting motivation questionnaire written in Indonesian for the participants to avoid misunderstanding the items. In this article the questionnaire attached in the Appendix was translated in English. A Likert Scale was used in the questionnaire. The participants were asked to indicate how

they agreed or disagreed with the statements by marking responses ranging from *not at all true of me* (1) to *very true of me* (7). The items for the questionnaire were adapted from several sources. One part consisted of items for extrinsic and intrinsic components (adapted from Noels, Pelletier, Clément, and Vallerand (2000)). The items measuring the ideal self-system: the ideal- self, the ought-to self were developed from Islam, Lamb, and Chambers (2013) and learning experience from Papi (2010). For self-efficacy the items of the questionnaire were adapted from Carreira (2012) and the items for language anxiety were adapted from Islam et al. (2013). The last part of the questionnaire measured motivated behavior: the items for effort developed from Papi (2010) and persistence from Tremblay and Gardner (1995) and Kormos and Csizer (2014). A brief explanation of the components in the present study is as follows:

1. Motivational orientation, which was adapted from Noels et al. (2000) has three types, namely amotivation (3 items), extrinsic motivation and intrinsic motivation. Extrinsic motivation subsumes external regulation (3 items), introjected regulation (3 items) and identified regulation (3 items). Intrinsic orientation refer to pleasure or satisfaction when learning English as a new language (3 items), pleasure or satisfaction when trying to accomplish learning English (3 items), and pleasure or satisfaction when surpassing in English studies (3 items).
2. The L2 self-system has three components, namely the ideal L2 self (8 items), the ought to-L2 self (6 items), and L2 learning experience (6 items). The items of the ideal- L2 self and the ought-to L2 self were adapted from Islam et al. (2013) while the items for l2 learning experience were adapted from Papi (2010).
3. Self-efficacy or competence (4 items) was adapted from Carreira (2012).
4. Anxiety (4 items) was adapted from Islam et al. (2013).
5. Motivated behaviors comprised of intended effort and persistence. Intended effort (6 items), which measured learning activities both in the class room and out of the class, were adapted from Papi (2010) and persistence (4 items) was adapted from Kormos and Csizer (2014) and Tremblay and Gardner (1995).

In total, the questionnaire in the present study consists of 60 items with 9 variables, namely extrinsic motivational orientation, intrinsic motivational orientation, amotivation, the ideal L2 self, the ought to-L2 self, l2 learning experience, self-efficacy, anxiety, and motivated behavior.

Based on the literature introduced earlier, our model focuses on the links between the variables of motivation and motivated behaviors in EFL setting. The initially hypothesized model of interaction among L2 motivational components was formed by motivational orientations, L2 self-system, self-efficacy, and motivated behavior. Motivational orientations had three types: amotivation, extrinsic motivation and intrinsic motivation. L2 self-system subsumes ideal L2 self, ought-to L2 self and English learning experience. As a component of motivation self-efficacy was contrasted with a related component, namely English anxiety. Motivated behavior, which was the result of all motivational processes, consisted of intended effort and persistence.

As shown in the Figure 1, all motivational components are hypothesized to have causal paths with motivated behaviors and correlational paths are the ones among amotivation, intrinsic motivation and extrinsic motivation. In the initial hypothesized model of motivational interaction learning experience was the center of the interaction among the components of the motivational self-system and self-efficacy (and anxiety as well). Learning experience was also hypothesized to have a direct causal path to motivated behavior. The two paths from learning experience to the other components of self-system: the ideal-L2 self and the ought- to L2 self were theoretically assumed to have causal relationship and each component led to motivated behavior.

Motivated behavior for this study was hypothesized to be the final outcome of the motivational processes (Kormos et al., 2011). In the initial hypothetical model, motivated behavior was directionally linked with the seven components of motivation, namely the types of motivational orientations: extrinsic and extrinsic motivation, the motivational self-system: the ideal L2 self, the ought-to L2 self, and the English learning, and the self-efficacy and anxiety. This hypothesis was in line with a similar study by Kormos and Csizer (2014) which identified the

interaction of motivation, self-regulatory strategies, and autonomous learning behavior in different learner groups. In their study self-regulatory strategies and autonomous learning behavior similarly refer to motivated behavior in the present study. Different from their study, in the present study motivated behavior was assessed through items measuring the amount of energy spent at a task (effort) and effort toward the task which is maintained over time (persistence).

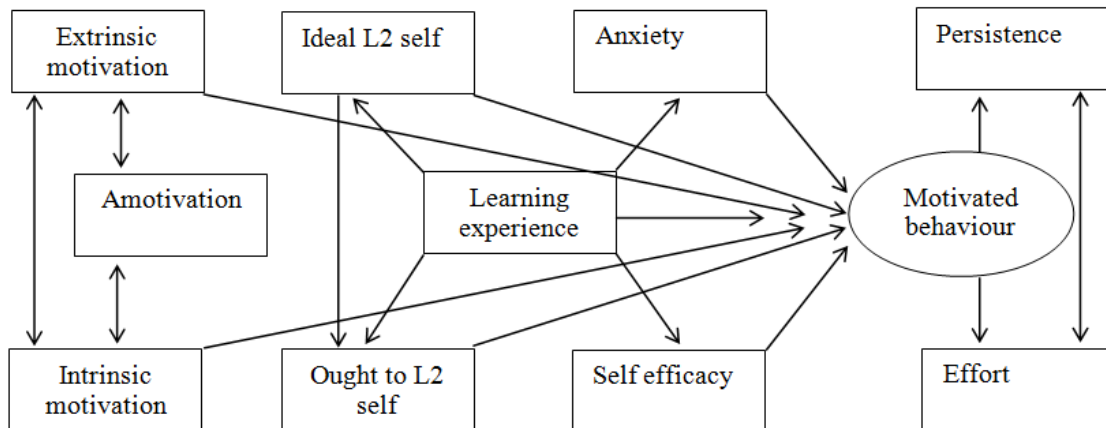


Figure-1 Initial hypothetical model

The hypothesis concerning the impact of the learning experience variable on motivated behavior was based on the assumption that a language learner would succeed at something is dependent on past experience (Ziegler & Moeller, 2012). Consequently, the ideal L2 self and the ought - to L2 self, and self- efficacy and anxiety were also hypothesized to be influenced by their learning experience before these variables were directly linked to motivated behavior since these variables were believed not be free from past experience. The ideal L2 self and the ought-to L2 self were hypothesized to have a casual path to motivated behavior based on the assumption that motivated behavior was maintained by ideal L2 self: one's aspirations, hopes, and wishes or the ought-to L2 self: one's obligations, responsibilities, and duties.

The interaction between the ideal L2 self and the ought-to L2 self were hypothesized to have a cause-and-effect correlation based on a general assumption that one's aspirations, hopes, and wishes (the ideal L2 self) would affect one's obligations, responsibilities, and duties (the ought-to L2 self): the ideal L2 self as the cause and the ought- to L2 self as the effect. This supports the findings in a study by Papi (2010) which provided empirical data that the ideal L2 self and the ought-to L2 self were positively correlated. The negative hypothesis concerning the interaction between self-efficacy and English anxiety was based on the assumption that when language learners had more anxiety, they would have less positive perception of their success in learning a language. The negative hypothesized path between self-efficacy and anxiety is also confirmed in a study by Mills et al. (2006) which has found that the increase of language anxiety was followed by the decrease of self-efficacy. Finally, the influence of self-efficacy on motivated behaviors was hypothesized to be positive while language anxiety was hypothesized to be negative on motivated behaviors.

3.2. Participants

In the present study the data were collected through a non-probability sampling. The participants in this study were Indonesian learners who were learning English as a foreign language since Junior High School. The participants were the fourth-year university students who were taking extracurricular English. Accessibility was the criterion for the selection of these students. Students who wished to participate in this experiment were given the questionnaire before they took the post test of the course. All participants were given brief verbal directions

related to the survey and they could end the survey at any time. 350 students were willing to be involved in this study but 321 students with 201 males and 120 females filled the questionnaire completely.

3.3. Data Analysis

In the hypothesized model see Figure 1 motivated behavior is one *endogenous* (dependent) variable and there are 7 *exogenous* (independent) variables. The endogenous variable is motivated behavior, and the exogenous variables are intrinsic motivation, extrinsic motivation, the ideal L2 self, the ought- to L2 self, learning experience, self-efficacy, and anxiety. The collected data were computed-coded with SPSS 16.0 for Windows and then analyzed with a path analysis to identify the extent to which the observed factors were linked to the underlying latent factors and to present the links among the variables pictorially (Byrne, 2010). The indicators were summed into a combined score for each variable. The internal consistency of the hypothesized scales was measured and the Cronbach's alpha coefficients of internal consistency were computed. Correlational analyses were run to explore relationships between the scales included in the hypothesized model. The path analysis was conducted by running a series of multiple regression analyses. Prior to analysis, the variables were screened for homogeneity, normality, and validity.

Table-1. Questionnaire scales and internal consistency coefficients.

| Scales | Number of items | Cronbach's alpha (n = 321) |
|----------------------|-----------------|----------------------------|
| The ideal L2 self | 8 | 0.83 |
| The ought-to L2 self | 6 | 0.82 |
| Anxiety | 4 | 0.76 |
| Motivated behavior | 10 | 0.85 |
| Intended effort | 6 | 0.81 |
| Persistence | 4 | 0.71 |
| Learning experience | 6 | 0.87 |
| Self-efficacy | 4 | 0.79 |
| Motivation | 22 | 0.90 |
| Extrinsic Motivation | 10 | 0.89 |
| Intrinsic Motivation | 9 | 0.90 |
| Amotivation | 3 | 0.86 |

Table-2. Validity of the items with their constructs.

| Scales | Construct Validity |
|----------------------|---|
| The ideal L2 self | 1) 0.643, 2) 0.746, 3) 0.702, 4) 0.755, 5) 0.730, 6) 0.705, 7) 0.718, 8) 0.575 |
| The ought-to L2 self | 1) 0.631, 2) 0.773, 3) 0.670, 4) 0.706, 5) 0.793, 6) 0.811 |
| Anxiety | 1) 0.503, 2) 0.746, 3) 0.670, 4) 0.716 |
| Motivated behavior | 1) 0.889, 2) 0.722, 3) 0.700, 4) 0.771, 5) 0.669, 6) 0.773, 7) 0.799, 8) 0.740, 9) 0.788, 10) 0.886 |
| Intended effort | 1) 0.773, 2) 0.744, 3) 0.701, 4) 0.716, 5) 0.630, 6) 0.760 |
| Persistence | 1) 0.759, 2) 0.757, 3) 0.738, 4) 0.702 |
| Learning experience | 1) 0.730, 2) 0.770, 3) 0.743, 4) 0.844, 5) 0.811, 6) 0.802 |
| Self-efficacy | 1) 0.803, 2) 0.799, 3) 0.745, 4) 0.806 |
| Motivation | 1) 0.801, 2) 0.722, 3) 0.777, 4) 0.871, 5) 0.609, 6) 0.673, 7) 0.767, 8) 0.754, 9) 0.808, 10) 0.776, 11) 0.803, 12) 0.822, 13) 0.742, 14) 0.723, 15) 0.769, 16) 0.783, 17) 0.763, 18) 0.640, 19) 0.723, 20) 0.802 |
| Extrinsic Motivation | 1) 0.759, 2) 0.727, 3) 0.740, 4) 0.711, 5) 0.689, 6) 0.673, 7) 0.729, 8) 0.730, 9) 0.768 |
| Intrinsic Motivation | 1) 0.716, 2) 0.764, 3) 0.776, 4) 0.805, 5) 0.817, 6) 0.761, 7) 0.755, 8) 0.709 |
| Amotivation | 1) 0.874, 2) 0.865, 3) 0.932 |

3.4. Measures

Cronbach Alpha coefficients for the scales were computed to provide the internal consistency of the questionnaire. Table 1 provides evidence that the scales were internally consistent. In the present study the Cronbach Alphas of the scales ranged from satisfactory to good reliability (Nunally & Berstein, 1994). The items

developed in the present study had high correlation with their constructs so that the items were considered valid see Table 2. Examination of skewness and kurtosis values, as indicated in Table 3, also revealed that all the observed variables were normally distributed since the values of skewness and kurtosis of each item fell within the range of -2 and +2 (George & Mallery, 2001; Kunnan, 1998). The population was also considered to be relatively homogenous, as shown on Table 4, that Sig. level of each variable > 0.05. Therefore, all criteria of the constructs developed in the questionnaire was met in this analysis.

Table-3. Normality of the Variables.

| Scales | Mean | SD | Skewness | Kurtosis |
|----------------------|------|------|----------|----------|
| The ideal L2 self | 5.49 | 0.92 | -0.516 | -0.122 |
| The ought-to L2 self | 4.96 | 1.17 | -0.742 | 0.465 |
| Anxiety | 4.88 | 1.26 | -0.137 | 1.433 |
| Motivated behavior | 4.95 | 0.88 | -0.155 | -0.134 |
| Intended effort | 5.07 | 0.93 | -0.329 | 0.063 |
| Persistence | 4.77 | 1.04 | -0.111 | -0.460 |
| Learning Experience | 6.33 | 1.24 | -0.218 | -0.619 |
| Self-efficacy | 4.86 | 1.03 | -0.250 | 0.036 |
| Motivation | 5.21 | 0.78 | -0.444 | -0.035 |
| Extrinsic Motivation | 5.43 | 0.88 | -0.417 | -0.283 |
| Intrinsic Motivation | 5.47 | 0.98 | -0.685 | 0.216 |
| Amotivation | 3.72 | 1.66 | -0.056 | -0.932 |

Table-4. Homogeneity of the Variables.

| Variables | Sig. (2-tailed) | Condition | Testing | Conclusion |
|----------------------|---------------------|--------------|-------------------------|------------|
| The ideal L2 self | 0.172 | 0.172 > 0.05 | H ₀ accepted | Homogenous |
| The ought-to L2 self | 0.847 | 0.847 > 0.05 | H ₀ accepted | Homogenous |
| Anxiety | 0.146 | 0.146 > 0.05 | H ₀ accepted | Homogenous |
| Motivated behavior | endogenous variable | | | |
| Intended effort | endogenous variable | | | |
| Persistence | endogenous variable | | | |
| Learning experience | 0.628 | 0.628 > 0.05 | H ₀ accepted | Homogenous |
| Self-efficacy | 0.201 | 0.201 > 0.05 | H ₀ accepted | Homogenous |
| Motivation | 0.228 | 0.228 > 0.05 | H ₀ accepted | Homogenous |
| Extrinsic Motivation | 0.272 | 0.272 > 0.05 | H ₀ accepted | Homogenous |
| Intrinsic Motivation | 0.108 | 0.108 > 0.05 | H ₀ accepted | Homogenous |
| Amotivation | 0.246 | 0.246 > 0.05 | H ₀ accepted | Homogenous |

4. RESULTS

As shown in Figure 2, correlational analyses indicated that most of the variables explored in this study were related in predicted directions. The seven exogenous variables, namely intrinsic motivational orientation, extrinsic motivational orientation, self-efficacy, learning experience, anxiety, ought-to L2 self and ideal L2 self were significantly correlated with the motivated behavior as the endogenous variable in the present study. The relationship between the seven motivational components and the motivated behavior was found to be positive and significant as expected. Higher levels of each of the seven motivational components were related to higher levels of the motivated behavior, which are represented in the effort and persistence in English learning. The motivational component of learning experience turned out to have the highest correlation with the motivated behavior ($r = 0.692$; $p < 0.01$).

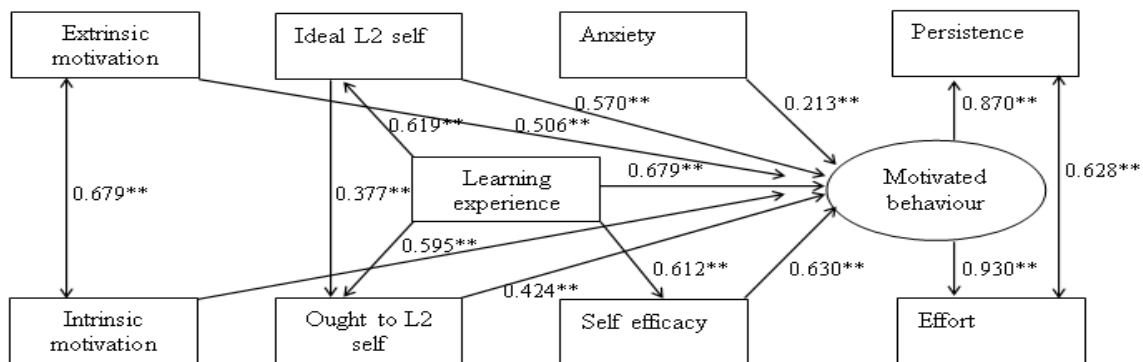


Figure-2. The Correlation analyses among the variables.

Since, as shown in Figure 2, the scale of motivational orientations: extrinsic and intrinsic orientations had significant inter-correlations ($r = 0.709$; $p = 0.01$), the higher level of one motivational orientation was correlated with the higher level of the other. It also implies that the inter-correlations between extrinsic orientation and intrinsic orientation overlap. To the degree that they correlate, the two motivational orientations share variance (Hatch & Lazaraton, 1991). Since the correlation between extrinsic motivation and intrinsic motivation is .676, it could be said that the two motivational orientations overlap to the extent of r^2 (or. .456). This suggests that the overlap of the two orientations is 45.6%.

Also, the two motivational orientations were not significantly correlated with amotivation ($r = -0.005$; $p > 0.05$ and $r = 0.041$; $p > 0.05$) as predicted. It is also shown that the correlation between extrinsic motivation with motivated behavior ($r = 0.505$; $p < 0.01$) was similar to that between intrinsic motivation with motivated behavior ($r = 0.595$; $p < 0.01$).

In line with the initial hypothetical model, ought to-L2 self and ideal-L2 self were positively and significantly correlated ($r = 0.377$; $p < 0.01$). The two motivational components were positively and significantly correlated with learning experience ($r = 0.386$; $p < 0.01$ and $r = 0.618$; $p < 0.05$ respectively). As also shown in Figure 2, learning experience was positively and significantly correlated with self-efficacy ($r = 0.612$; $p < 0.05$). Contrary to the initial hypothetical model, learning experience was not significantly related to anxiety ($r = 0.045$; $p > 0.05$), which also turned out not to be significantly correlated with self-efficacy ($r = -0.001$; $p > 0.05$).

The motivated behavior, which is the only endogenous variable in the initial hypothetical model, consists of two constructs, namely effort and persistence. How effort and persistence were related, the two constructs were also correlated. As shown in Figure 2, effort and persistence were positively and significantly correlated ($p = 0.628$; $p < 0.01$).

5. DISCUSSION

The correlation analysis model (Figure 2) reveals that extrinsic and intrinsic orientations were inter-correlated, and each had direct effect on motivated behavior. An individual student in the present study has both motivational orientations. He or she is both intrinsically and extrinsically motivated in learning English. It is often argued that learners with intrinsically motivated behaviors were more considered self-determined. Those with extrinsically motivated behaviors were less considered non-self-determined. The two types of motivational orientation are often believed to lie along a continuum of self-determination (Carreira, 2012; Noels et al., 2000) it is often believed that individuals may move from being extrinsically motivated to intrinsically motivated, or vice versa. However, the finding of the present study may not support the notion that motivation lies in a continuum. An individual student has both extrinsic and intrinsic orientations at the same time and the higher level of one motivational orientation was followed by the higher level of the other. This is in line with Rigby, Deci, Patrick, and Ryan (1992) that the

distinction between the two types of orientation only reflect differing degrees of autonomy or self-determination and extrinsic rewards are not necessarily detrimental to intrinsic motivation.

Moreover, the correlation implies that both types are not mutually exclusive, and they may be overlapping because intrinsic motivation and extrinsic motivation are not antagonistic; they may be complementary. Therefore, relating to self-determination theory, language learners in the present study can be high self-determined (intrinsic motivation) even when at the same time they may be low self-determined (extrinsic motivation). Language learners may have more than just one reason when they engage in one activity over time (Vallerand et al., 2008). Although learners may have extrinsic motivation, it does not necessarily mean that they do not find activities important for their self-selected goals or purposes. The finding also suggests that grouping motivation of language learners under exclusively intrinsic or extrinsic motivation in language learning without measuring degrees of autonomy needs to be reconsidered.

The relatively similar effects between the extrinsic and intrinsic orientation on motivated behavior implies that neither of the two types of orientations were inferior or superior in performing learning activities. To some extent, this is in line with a study which was conducted in a similar context by Setiyadi, Mahpul, and Wicaksono (2019) which evidenced that extrinsic and intrinsic orientations in learning English were not mutually exclusive but they were complementary to one another. Carreira (2012) states that there are no evidence to indicate how learners with different motivational orientations perform a motivated behavior. However, the result of the present study confirms that both of the motivational orientations play relatively similar roles in performing motivated behavior in language learning.

Carreira (2012) also indicates that students who have intrinsic motivation in learning English study are likely to enjoy it, but that students who have extrinsic motivation tend not to like it but the result of the present study does not confirm the indication. Both types have similar intensity in performing learning activities (see the means of extrinsic and intrinsic motivation on Table 4 and both had similar effects on motivated behavior (see Figure 2). It may be arguable that language learners may find activities more interesting and fun even though they are more extrinsically motivated in learning another language. This may be worthy of exploring in the context of language learning, especially in the context of EFL learning, whether the higher the intensity of one type of orientation is also correlated with the more interestingly the learning activities that language learners perform.

As the model indicates, the strongest predictor of motivated behavior was learning experience. That learning experience predict best learners' motivated behavior could be explained with reference that a person would succeed at something is affected by past experience (Ziegler & Moeller, 2012). In the present study, not only did it directly affect motivated behavior but learning experience also had indirect effect on motivated behavior via ideal L2 self, ought-to L2 self and self-efficacy. The three motivational factors were correlated with language learning as the primary factor. To some extent, the result may confirm the result of the study by Peng (2015) that L2 learning experience and ought-to L2 self influenced ideal L2 self on L2 willingness to communicate. It is shown that learning experience was the Centre of the interactions among the factors of self-system. That learning experience in the present study did not have effect on anxiety is not in line with Peng's study, which found that negative experiences in learning a second language lead to the increase of L2 anxiety. However, the finding added evidence to the theory introduced by Dornyei (2009) that *the self-system* has three components in language learning. The system consists of *the ideal- L2 self*, *the ought- to L2 self*, and *L2 learning experience* (see also (Dörnyei & Chan, 2013; Papi & Teimouri, 2014)).

As shown in the model learning experience has effect on *the ideal- L2 self*, *the ought- to L2 self* and self-efficacy, and each of the factors directly affects motivated behavior in learning another language. It is interesting to note that learning experience in the present study was also correlated with another factor which was not included in L2 self-system introduced by Dornyei (2009). Curiosity is whether motivational self-system of second language learning consists not only three factors, namely learning experience, the ideal L2 self and the ought- to L2 self but

self-efficacy is also a part of L2 self-system as the model indicates. The explanation may be understood by referring to the concept that self-efficacy is perception of whether students can cope with their learning and they may embark on and continue learning (Busse & Walter, 2013). It implies that self-efficacy in language learning can play an important role in coping with learners' learning and make the learners embark on continuing their future learning so that self-efficacy should be a part of L2 learning experience as defined earlier.

This explanation may be in line with the theory of human behavior, as discussed earlier, that what people believe will affect how they behave and their system of self-beliefs will enable them to exercise control over their thoughts, feelings, and actions (Mills et al., 2006). This suggests that what people think about themselves or self-efficacy could be a part of L2 motivational self-system introduced by Dornyei (2009). Therefore, it could be argued, as the model indicates, that *the L2 motivational self-system* in language learning may have four components. The four components of the system consist of the ideal L2 self, the ought-to L2 self, L2 learning experience and self-efficacy. The ideal-L2 self represents one's aspirations and wishes whereas the ought-to L2 self refers to the attributes one believes one ought to possess, including one's obligations, responsibilities, and expectations. One of the other two components of self-system, which is L2 learning experience, deals with situated motives inherent in the immediate learning environment, and the other one, self-efficacy, refers to perception to cope with their present learning and ability to continue learning. This may call for further research to identify whether L2 motivational self-system really covers not only *the ideal- L2 self*, *the ought- to L2 self*, and *L2 learning experience* but also self-efficacy as indicated the present study.

6. CONCLUSION

In line with our initial hypothetical model, all seven motivational factors directly affect learners' motivated behavior positively. The seven factors affecting learners' motivated behavior are intrinsic motivation, extrinsic motivation, self-efficacy, learning experience, language anxiety, ought-to L2 self and ideal L2 self. The motivated behavior that the English learners performed were actualized in the forms of effort the learners make and the persistence they do in acquiring English as a foreign language. The finding suggests new sights in the field of motivational orientations. The finding identified how a primary drive of learning activities, which are defined as extrinsic and intrinsic motivational orientations in the present study, were interacted with the other motivational factors to lead on motivated behavior in learning another language.

The proposed model also indicates an important conclusion in language learning, namely, that classifying motivational orientation of EFL learners under extrinsic and intrinsic motivation without differing degrees of learning behavior of the motivational orientations is not sufficient to promote learning behavior. The model proposed in the present study provides a wider picture of the interaction among motivational components in language learning. In the model the primary reasons of learning another language were identified and how the primary reasons affected learner's behavior in learning the target language, which has been relatively unexplored in language studies.

The findings also supports the notion of L2 self-system of Dornyei (2009) which consists of *the ideal- L2 self*, *the ought- to L2 self*, and *L2 learning experience*. The result adds evidence to the study by Papi (2010) and the study by Kormos and Csizer (2014) which identified motivated behavior only in the forms of intended effort that language learners put in learning English; the findings of the present study indicates that persistence, which has been proved to be positively correlated with effort, was another part of the criterion measure of motivated behavior.

The model developed in the present study provides a wider border of the effect of self-system on learning activities in the study by Peng (2015) which related L2 self-system with language anxiety. In the present study L2 self-system was related not only with language anxiety but also self-efficacy, which were often assumed to be inter-correlated among them. The finding of the present study found that anxiety was not correlated with self-efficacy

but self-efficacy was related to learning experience. This calls for further research to identify whether self-efficacy is another part of L2 self in learning a foreign language.

The findings of the present study suggest that motivational orientations in learning English learning a foreign language are not the only factors in influencing learning behaviors, which are popularly known as learning strategies. One of the findings also suggests that classifying the primary reasons of language learners under extrinsic and intrinsic motivation exclusively without differing degrees of the motivational orientations is not sufficient to portray the drive for learners' learning strategies when teaching a foreign language.

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Appendix: The questionnaire of motivational factors.

| No | Items | Not at all true of me | | | | | Very true of me | |
|----|---|-----------------------|---|---|---|---|-----------------|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | When I think about my future, it is important that I use English. | | | | | | | |
| 2 | Whenever I think of my future career, I imagine myself being able to use English. | | | | | | | |
| 3 | If my dreams come true, I will use English effectively in the future. | | | | | | | |
| 4 | I can imagine speaking English with international friends. | | | | | | | |
| 5 | I can imagine myself living abroad and using English effectively for communicating with the people there. | | | | | | | |
| 6 | I can imagine myself studying in a university where all my courses are taught in English. | | | | | | | |
| 7 | I can imagine myself writing English e-mails fluently. | | | | | | | |
| 8 | Studying English is important to me because I would like to become close to other speakers of English. | | | | | | | |
| 9 | I have to study English, because, if I do not study it, I think my parents or friends will be disappointed with me. | | | | | | | |
| 10 | I consider learning English important because the people I respect think that I should do it. | | | | | | | |
| 11 | Studying English is important to me in order to gain the approval of my peers/teachers/family. | | | | | | | |
| 12 | It will have a negative impact on my life if I do not learn English. | | | | | | | |
| 13 | Studying English is important to me because other people will respect me more if I have knowledge of English. | | | | | | | |
| 14 | Studying English is important to me because an educated person is supposed to be able to speak English. | | | | | | | |
| 15 | I am worried that other speakers of English would find my English strange. | | | | | | | |
| 16 | I get nervous and confused when I am speaking in my English class. | | | | | | | |
| 17 | I think I am the type who would feel nervous and uneasy if I had to speak to someone in English language. | | | | | | | |
| 18 | I always feel that my classmates speak English better than I do. | | | | | | | |
| 19 | I would like to spend lots of time studying English. | | | | | | | |
| 20 | I would like to study English even if I were not required. | | | | | | | |
| 21 | I would like to concentrate on studying English more than any other topic. | | | | | | | |
| 22 | If an English course was offered in the future, I would like to take it. | | | | | | | |
| 23 | If my teacher would give the class an optional assignment, I would certainly volunteer to do it. | | | | | | | |
| 24 | I am prepared to expend a lot of effort in learning English. | | | | | | | |
| 25 | I work on my English homework very regularly. | | | | | | | |
| 26 | Nothing distracts me when I am studying English. | | | | | | | |
| 27 | I am willing to work hard at learning English. | | | | | | | |
| 28 | I take an English course even though my parents have limited extra money. | | | | | | | |
| 29 | I like the atmosphere of my English classes. | | | | | | | |
| 30 | I find learning English really interesting. | | | | | | | |
| 31 | I think time passes faster while studying English. | | | | | | | |

| | | | | | | | | | |
|----|---|--|--|--|--|--|--|--|--|
| 32 | I always look forward to English classes. | | | | | | | | |
| 33 | I like to have more English lessons at school. | | | | | | | | |
| 34 | I really enjoy learning English. | | | | | | | | |
| 35 | I consider myself good at English. | | | | | | | | |
| 36 | I often consider my English better than others. | | | | | | | | |
| 37 | I am capable of performing well if I study English hard. | | | | | | | | |
| 38 | I fully understand what I have been taught in English lessons. | | | | | | | | |
| 39 | I learn English in order to get a more prestigious job later on. | | | | | | | | |
| 40 | I learn English in order to have a better salary later on. | | | | | | | | |
| 41 | I learn English in order to gain the benefits that entrance into the English community will provide me. | | | | | | | | |
| 42 | I learn English because I would feel guilty if I didn't know English. | | | | | | | | |
| 43 | I learn English because I would feel ashamed if I couldn't speak to my friends in English. | | | | | | | | |
| 44 | I learn English because I would feel guilty if I my English score was bad. | | | | | | | | |
| 45 | I learn English because I think it is important for my personal development. | | | | | | | | |
| 46 | I learn English because I choose to be the kind of person who can speak more than one language. | | | | | | | | |
| 47 | I learn English because I choose to be the kind of person who can speak English. | | | | | | | | |
| 48 | I learn English because I am proud to be the kind of person who speaks English. | | | | | | | | |
| 49 | I learn English because I enjoy the feeling of acquiring knowledge about the English community and their way of life. | | | | | | | | |
| 50 | I feel satisfied after I finish communicating with native speakers. | | | | | | | | |
| 51 | I learn English for the satisfied feeling I get in finding out new things. | | | | | | | | |
| 52 | I feel satisfied after hearing foreign languages spoken easily. | | | | | | | | |
| 53 | I get satisfied by hearing English spoken by native speakers. | | | | | | | | |
| 54 | I learn English because I experience while speaking English. | | | | | | | | |
| 55 | I enjoy when I learn new vocabulary. | | | | | | | | |
| 56 | I experience happiness when surpassing myself in my English studies. | | | | | | | | |
| 57 | I feel satisfied when I am in the process of accomplishing difficult exercises in English. | | | | | | | | |
| 58 | I cannot come to see why I study English. | | | | | | | | |
| 59 | Honestly, I truly have the impression of wasting my time in studying English. | | | | | | | | |
| 60 | I can't come to understand what I am doing studying English. | | | | | | | | |

Source: The studies introduced in the Instrument Section.

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