

Students' L2 Motivation Shift in Two-Year Access Microscholarship Program

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ABSTRACT

This study investigates the changes in English learning motivation among Indonesian university students participating in the US-sponsored English Access Microscholarship program. Using Dörnyei's L2 Motivational Sels system as a framewrok, the research examines students' motivation before and after the program. Using semi-structured interview as the main data collection, this study found that students joining Access program in Jember experienced motivational changes after 2 years. They shifted from local oriented into more internationally driven motivation to learn English. The findings also found that positive learning experiences and cultural exposures can transform learner's goals and attitudes.

Keywords: L2 Motivation, English Access Microscholarship Program, L2 Motivational Self System

ABSTRAK

Penelitian ini mengkaji perubahan motivasi belajar bahasa Inggris pada mahasiswa Indonesia yang mengikuti program English Access Microscholarship yang disponsori oleh pemerintah Amerika Serikat. Menggunakan kerangka L2 Motivational Self System dari Dörnyei, penelitian ini menelaah motivasi siswa sebelum dan sesudah mengikuti program. Dengan menggunakan wawancara semi-terstruktur sebagai metode utama pengumpulan data, studi ini menemukan bahwa siswa yang mengikuti program Access di Jember mengalami perubahan motivasi setelah dua tahun. Mereka mengalami pergeseran dari motivasi yang berorientasi lokal menjadi motivasi yang lebih internasional dalam belajar bahasa Inggris. Temuan ini juga menunjukkan bahwa pengalaman belajar yang positif dan paparan terhadap budaya asing dapat mengubah tujuan dan sikap pelajar.

Kata kunci: motivasi L2, program Access, Ideal L2 Self, Ought-to L2 Self, pengalaman belajar, pembelajaran EFL Indonesia

A. Introduction

Indonesia is one of the most linguistically diverse nations globally, with more than 700 local languages and 1,100 dialects being spoken across the archipelago (Frederick and Worden, 2011). However, within such a superdiverse linguistic ecology, the emergence of English globally has positioned English as one of the most prestigious foreign languages to learn.

The massive growth of English in Indonesia has also been because the involvement of foreign institution such as British Council, AusAID, AMINEF (American Indonesian Exchange Foundation) and US Department of State. Those institutions have provided many English programs, teacher training,

seminars, and workshops for students and teachers across Indonesia (Zein *et al.*, 2020). Although according to (Coleman, 2017), these institutions have their agendas such as constitutes linguistics imperialism (Sugiharto, 2014) those institutions help enhance Indonesian students' English skills through their provided program one of which is Access Program.

English Access Microscholarship Program (Access Program) is provided by the US Department of state focusing on the English language learning program. This program offers a foundation skill to learn English for economically disadvantaged students aged between 13 to 20. This program has reached 80 countries and more than 110,000 students all over the world. The program runs for two years consisted of

at least 400 hours through after school and intensive sessions. The after-school session is run two days a week on the weekend for about 2.5 hours each; meanwhile, the intensive session is run every month. Aside from learning English skills (listening, reading, writing, and speaking), the program also gives students of Access exposure to US cultures through enhancement activities such as field trips, community service, English camp, day celebrations, and inviting fellow American to the class.

I myself was a teacher in Access program during 2018-2020 period. At the same time, I was also an English teacher in an institution apart of Access. In my two-year of teaching in Access and other institutions, I have undergone some phenomenon one of which is the students of Access were more motivated to come to Access class compared when they come to their regular class. It was shown by their engagement in every activity in the class which I rarely saw in the regular class outside Access. Furthermore, I also observed that they rarely absent from the class while in other private tutoring institution I teach, several students absent from the class couples of times.

Therefore, having these phenomena, this study aims to investigate Access students' motivation to learn English before and after joining Access, specifically to uncover possible factors involved in the changes of student's motivation and attitudes towards learning English. Furthermore, this study also tries to look at how Access plays role in their motivation to learn English. It is essential to conduct this study so that formal English language learning in school or other private tutoring program in Indonesia can adopt the techniques used in Access to enhance students' motivation in learning English.

Using L2 Motivational Self System (Dörnyei, 2005) framework, this study tries to address the following research questions:

1. How ideal L2 Self and ought-to L2 Self play roles to motivate participants to join Access?;

2. How participants' motivation and attitudes in learning English develop after joining Access?;
3. How Access program plays role in influencing participants' learning experience?

The purpose of the first research question is to find the motivational factors driving the participants to join Access. The second research question tries to investigate how participants' motivation and attitudes change during the program. Meanwhile, the last research question tries to find out how Access gives impacts in participants' language learning process.

There have been several research done in recent years investigating the influence of Access program to students' linguistics performance. The first research is the experimental research from Iqbal and Rafi (2018). They examined the English language teaching practice in Access programs and compared them to the teaching practice in public schools in Pakistan. The experimental group was the class from Access Program, while the control group was the students from public school students. The main goal of their research was to investigate the effect of teaching practice of both groups towards students' linguistics performances. It was found that the students of Access program showed better performance in their linguistics competence compared to those in public schools.

The second study came from Aoujil and Benattabou (2021) in which they investigated the role of Access Program in Morocco towards students linguistics performance. Using the same methodology as the previously mentioned research in the previous paragraph, the study found that Access students outperformed their peers in public schools who did not join Access program. Another research done by Al Makmun and Nuraeni (2018). They conducted a study to assess the impact of community projects in Access Surakarta, Indonesia. The results show that the community projects done by students of Access Surakarta were an effective project

to improve not only students' skills but also their social awareness and leadership skills.

Even though there are still little research talking about Access Program, those research have proved that Access Program does have positive effects towards students linguistics performances in which in many cases the students can outperform their peers in regular class who are not joining Access.

L2 Motivational Self System

The following section highlights the essential components of L2 Motivational Self System model (Dörnyei, 2009) which becomes the framework of this study. The model consists of the ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience.

Ideal L2 Self

Ideal L2 Self represents "the L2-specific face of one's 'ideal self'" (Dörnyei, 2009, p.29). It refers to the attributes that one's would like to have in the future in terms of their language learning (Dörnyei, 2005). Lamb (2012) points out that ideal L2 Self acts as the facilitator of self-regulation and serves as motivational power to act towards the desired self. This is in line with what Dörnyei (2009) says that Ideal L2 Self would function as a powerful motivator that drives someone to learn L2 as there is a desire to decrease the discrepancy between who their actual self (who they are now) with their ideal self (who they want to be in the future). In other words, Ideal L2 Self is how L2 learners see themselves in the future; it is what learners hope or want to be in the future. It concerns with hopes, aspirations, advancements, growths, and accomplishments. It is the personal visions towards himself of what he wants to be as a language user. Numerous research has been done to validate Dörnyei's self-system. It is found that Ideal L2 Self has been shown to be a significant predictor of learners' motivation in learning English (Ryan, 2009).

Ought-to L2 Self

The second component of this model is Ought-to L2 Self. It refers to the qualities one feels one should possess to meet

external expectations and avoid undesirable consequences (Dörnyei, 2005). It usually express external demands from other members of the community (Sampson, 2016). Furthermore, Dörnyei and Ushioda (2021) state that instrumental orientation in Gardner's concept, specifically in prevention focus such as someone learns a language because he is afraid of getting bad scores is incorporated in this concept. However, in someone idealised image, they naturally want to be professionally successful either in their career or in school. Hence according to Dörnyei (2009), career enhancement is linked to Ideal L2 Self instead of Ought-to L2 Self because it relates to promotion focus. To sum up, learning English because they want to get a good job in the future is Ideal L2 Self. It is categorised as promotion focus whilst learning English because one is afraid not having a job is ought-to L2 Self because it is categorised as prevention focus.

While the research conducted by Csizér and Kormos (2009) and Dörnyei, Csizér and Németh (2006) found that there is no relationship between ought to L2 self and motivation, Taguchi, Magid and Papi, (2009) found that in Japanese context the ought-to L2 self has strong correlation to instrumental motivation. From this view, it can be concluded that

L2 Learning Experience

L2 Learning Experience concerns the impact of immediate learning environment and experience toward the learners (Dörnyei, 2005). Dörnyei (2009) says that initial motivation commonly comes from in an engagement in learning process. The teachers, peers, and materials used in the class may contribute to the learning process experience. Several studies have found that L2 Learning Experience strongly contributes to learners' motivation such as the studies done by Csizér and Kormos (2009).

Transformation in possible selves

Markus and Nurius (1986) and Dörnyei (2005) argue that L2 learners can identify their ideal future self-image and recognise the discrepancy between their ideal selves to their current stage. This condition can regulate learners' behaviour

and motivate them to work towards their desired states. Furthermore, Henry (2015) notes that learners' ability to construct and maintain their possible selves is likely to change in different situations. Thus, learners will likely have different ideal selves; either stronger or weaker; or even transforming their ideal selves into another image. Thus, several studies have proved that there is a pattern of declining motivation especially at the end of compulsory schools (Williams, Burden and Lanvers, 2002; Lamb, 2007).

Attitudes

Apart of motivation, another ID which is also seen as one of the predictors of language learning success is attitudes. Gardner (1985, p.9) defines attitudes as "an evaluative reaction to some referent or attitude object, inferred based on the individual's beliefs or opinions about the referent". He further classifies attitudes into two type, educational attitudes and social attitudes.

Educational attitudes focuses on attitudes towards the teachers, the courses, and learning the language while social attitudes focuses on cultural implication of SLA such as attitudes towards the native speaker of the language. Educational attitudes refer to any affective reaction toward any aspect of the condition where the learners learn the language (Masgoret and Gardner, 2003; Gardner, 2006). It could be assessed in terms of the atmosphere in the class, the quality of the materials, availability of materials, the curriculum, the teacher, etc. (Gardner, 2006). Thus, the attitudes among students in the class can be different between one another. It depends on how individuals react to their learning situation. In the classroom context, the students can be identified as having positive attitudes if they enjoy the materials given or the way the teacher teaches them. Conversely, if the students do not enjoy learning a language they can be categorised as having negative attitudes. Interestingly, Gardner (2006) says that students will have more favourable attitudes if they have skilled teacher with a good command of the language, an exciting curriculum, a carefully

constructed lesson plan, and meaningful evaluation procedures. Reversely, other things being equal, students tend to have negative attitudes toward the learning situation if they lack some of those attributes. Similarly, Ortega (2009) says that attitudes toward the L2 learning will increase or diminish L2 motivation. Therefore, it suggests that individuals with positive attitudes toward learning the language tend to have high motivation in the language learning process. Reversely, individuals with negative attitudes toward learning the language tend to have low level of motivation in learning the language.

On the other hand, social attitudes involve attitudes which focus on the cultural implication of SLA such as attitudes toward the native speaker of the language (Gardner, 1985). The studies concerned with the relationship of the achievement in second language learning to attitudes toward the target language community have various results. On one hand, Gardner (1966, as cited in Gardner, 1985) reports that attitudes toward the target language group were not related to achievement. On the other hand, Mueller and Miller (1970, as cited in Gardner, 1985) argue that attitudes toward language community correlated significantly with achievements. Therefore, Masgoret and Gardner (2003) hypothesise that favourable attitudes toward the group would facilitate such openness, whereas negative attitudes would impede it. The openness to other language community could make individuals more open to learn a second language.

B. Research Method

Motivation is considered as complex and dynamic construct. According to Campbell and Storch (2011), quantitative research may not be adequate to research the nature and complexity of motivation. Thus, qualitative research approach was employed in this study as it is believed to effectively generate in-depth and rich data focuses to seek meanings of the phenomenon that participants have experienced. In this context is the participant's motivational changes of learning English. There are two

advantages of qualitative approach mentioned by Campbell and Storch (2011) such as it allows “learners to self-identify” significant aspects of their motivation and it provides learners to “articulate the subtle differences” cannot be found in the quantitative approaches.

The participants of this study were 10 students of Access Jember. As I mentioned in introduction chapter, there were three classes in Access Jember, 2 classes of senior high school students and 1 class of university students. Those 10 participants come from university class. Outside Access class, they are from 3 different universities in Jember such as University of Jember, Islamic University of Jember, and Muhammadiyah University of Jember. There were 5 males and 5 females in the study ranging from 21 to 23 years old. All participants are anonymous and are labelled randomly from 1 to 10.

They come from different city around Jember such as Banyuwangi, Bondowoso, and Jember itself. Most of them spent their childhood in quite rural place when they first started learning English. All participants started to learn English in their elementary school through formal education as English is part of school curricula. They also went to junior high school and senior high school in their local area. Meanwhile, for undergraduate degree, they moved to Jember (which is a bit metropolitan than their hometown).

The participants first heard about Access in their first semester when their university lecturers announced about Access program opportunity. After following 2 stages, administration selection and interview selection, they received announcement a week before the class began. At the very first day of Access class, they took pre-test to know their starting point in Access. The pre-test score was the score assessed using TOEFL ITP (Institutional Testing Program). The following was their placement test and final test score:

Data collection

The primary data collection method of this research was interview. “The qualitative research interview attempts to understand the world from the subjects’ point of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations” (Brinkmann and Kvale, 2009, p.1). Thus, Barkhuizen et. al (2014) argues that the interview is the most suitable tool to access personal perspectives in language learning. There are seven steps in inquiring interviews (Brinkmann and Kvale, 2009) such as thematising, designing, interviewing, transcribing, analysing, verifying, and reporting. Further (Brinkmann and Kvale, 2009, p.1) explain that interview “[t]he qualitative research interview attempts to understand the world from the subjects’ points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations.

The format of interview is categorised as structured, semi structured, and open interview (Mishler, 1991; Brinkmann and Kvale, 2009). The major differences between the three lay on the use of pre-set questions during the interview. In the structured interview, the researcher strictly sticks to the prepared questions, while. In contrast, semi-structured interview, the researcher uses the pre-set questions as the guide during the interviews. In this type of interview, the interviewer has the flexibility to ask follow-up question to elaborate or to clarify. Meanwhile, the last one, the researchers do not prepare set of questions prior to the interview, thus they just state the purpose of their research and let the interviewee elaborate themselves (Barkhuizen, Benson and Chik, 2014). In this study, I used semi-structured interviews as Galletta (2013) states that semi-structured interviews are ideal for addressing personal matters. It also allows more explanatory conversation between the participants and the researcher in which the researcher can ask further questions, allowing a deeper interview.

There were 10 questions prepared prior to the interview. These questions are

aimed to investigate participants' Ideal L2 Self, ought-to L2 Self, and learning experience before and after joining Access. Further, these questions are also intended to reveal how participants attitudes towards learning English and the speakers of English before and after joining Access.

Data collection procedure

The participants recruitment process started by giving announcement to Access Jember WhatsApp group class. At that time, there were 11 students who voluntarily wanted to participate in the study. However, one student withdrawn from the study due to personal reason. Thus, at the end I only had 10 participants. Prior to conducting the interview, I sent each participant consent form and arranged the interview schedule. After the consent form was signed and the agreed scheduled was set, the participants were asked to reflect their language learning journey since the very first time until today. Then, when starting the interview, I asked the students to start by telling their reflection. The interview took place online through Zoom meeting in one-o-one basis. Each participants had 30 to 60 minutes interview in different times. The interview was recorded with the participants' agreement to be transcribed after the interview. The interviews were conducted in participants' native language which is Bahasa Indonesia and in English. For those whose interviews were in English, the transcripts were written in Indonesia first then were translated into English.

Data Analysis

After the interview is transcribed and translated, the next step is coding the transcription. According to Creswell (2014), coding is the process of organising the materials into segments of text and labelling each segment to get a general sense of the text. This study is analysed using thematic coding or thematic analysis. It is a method for identifying, analysing, and reporting patterns (themes) within data (Braun and Clarke, 2006). It is used to look at the pattern of the data and then to group the data based on the pattern found. After knowing the pattern of the data, the data are grouped

into several themes based on each pattern to be interpreted.

C. Result and Discussion

Ideal I2 self-changes

Before Joining Access

a. The status of English

To open the interview, I asked each participant to tell the story about how they ended up learning English since the very beginning. Some of them conveyed that they lived in a very rural area in their hometown; thus, in their opinion, those who can speak English are considered as cool and smart. This opinion has also been rooted in the society in which people believe that those who speak English is considered as advanced and smart.

One participant revealed that the neighbourhood around him adore her for being able to speak English and ask her to be the leaders of youth organisation even though at that time he was only able to speak some sentences in English.

"I was still junior high school and the only thing I could say is just Hi my name is xx, how are you, I am fine, thank you. Just that. But the people around me always asked me to be the leader of youth organisation. Or becoming Master of ceremony in every ceremony. So because of these reasons, I am then motivated to learn English who knows that one day I can be the major of my city right?" (participant 1)

Thus, because of the people around her really adore her for his English skills, he is more motivated to learn English and hoping that maybe one day he will be the leaders of these people.

Participant 2 put similar way when she stated:

"... English in my village is considered as "high social status" so someone who speak English is considered as smart. So, I also want to be smart like those people, so I learn English. That was what I thought..." (participant 2).

Thus, one of the factors shaping the ideal L2 self of participants is the society that considers those who speak English smart and advanced. Imagining this, the participants, usually those from quite rural areas, motivated to learn English to gain this “advantage of English”.

b. Jobs Opportunities

Learning English to get a good job can fall into two areas: ideal L2 Self or Ought-to L2 Self. As previously mentioned in that there are two types of instrumentality which are promotion and prevention. Here, “job opportunities” falls into ideal L2 Self as it is more likely to be promotion focus instead of prevention focus. Instead of being afraid of not getting a job, participants tend to visualise themselves in the future to have a good job.

Given the age of the participants, it is not surprising that most participants consider future employment as one of the reasons they study English. They mentioned that in the future, every job will require English as basic requirements to apply. In some instances, participant 6’s future goals is inseparable from English.

“..I want to work as a model and of course to start with, I need to have a good English skill because some of the agencies require this” (participant 6)

Furthermore, they also mentioned some specific English-jobs related to the future that are inseparable from English, such as being English teacher, lecturer, translator, or interpreter.

“... I learn English because I want to be an English lecturer. My father is English teacher so I want to work on the same field, but I think lecturer is better...” (participant 4)

Participant’s 4 future goals is to be an English lecturer, so there is no other way for her except learning English so that she can achieve her goal to be an English lecturer so

that they work on the same field as her father.

In similar vein, participant 9 also admitted that her future work is English related.

“I want to be an English lecturer when I was senior high school therefore I learnt English” (participant 9)

c. Start business

In addition to job-related motives, starting their own business also becomes a mental image driving their motivation to learn English. Participant 3 acknowledged that he has been dreaming to start his own business after graduating from the university and he realised that English is the language of business recently.

“I wanted to build my own business and I believe English will help me to develop my business because recently many people use English for business. They use it for promotion for example” (participant 3)

After Joining Access

a. Study abroad

None of the participants mentioned studying abroad when talking about their ideal L2 self before joining Access. However, based on their statement, after they joined Access they wanted to study abroad because in their imagination studying abroad is such a cool thing.

It is clearly stated by participant 5 that he wanted to study abroad and this feeling comes after he watched a video in Access showing some students studying in USA.

“... because I want to study abroad like if you still remember the video we played on the class about some Indonesian studying in the USA? Since that day..” (Participant 5)

Having the same feeling, participant 10 also admitted that she wants to study in the USA because she falls in love with USA.

“I want to know how it feels to be studying in the USA, the more I attend Access class the closer I feel to USA that is the reason why I come to the class” (participant 10)

b. Working in an international company abroad

Like before joining Access, a common goal for a considerable number of participants is still to have a better career in the future; however, participants have changed their dream to work in an international company abroad such as United Nations such as UNESCO UNICEF, and Chevron.

“I still want to be a model but after we have many humanitarian works in Access, I do really consider to work in UNICEF. Maybe I can be a model who work in UNICEF right?” (Participant 6)

While participant 6 still wants to be an English lecturer even after joining Access, participant 9 wanted to work in the United nations instead of being English lecturer.

“... I think working in united nations focusing on education is also a good option, I really wanted to help education in the world. But.. that’s at least my dream” (participant 9)

Live and travel aboard

One interesting image from participant 1 is that she stated she wants to travel abroad and live abroad. When being asked the reason and since when she felt that way she admitted as follows:

“I hope I can live somewhere abroad...” (participant 1)

“... seeing how western live from video in Access, TED talk, I feel like I want to experience the same? Participant 1)

Start a business

Participant 3 still wants to build his own business; however, instead of focusing only on a small-scale business, he has been thinking of building his business internationally. He also realised that if he

cannot speak English, he will not be able to do so.

“still I want to build my own business; no change, but I consider to develop my business internationally and of course without English it is impossible” (participant 3)

Before Joining Access

a. Spotlights in society

In contrast to point the status of English, the reason driving this mental image is quite similar: the perception from society in which English is considered as the language of advanced people. However, the mental image of this participant is different. The mental image shaping the participant motivation to learn English is because she wanted to get spotlights in society. Participants 4 admitted that when she were in junior high school, her older sister was an undergraduate students whose course is English. Every time her older sister comes back from the city where she studied, her neighbour will always favour her. Because of this, she revealed that she really wants to be like her sister so that she will get the same spotlights in society. This reason to learn English revealing that she was afraid and envied that her sister became the only people who is being adored by society, therefore, she wanted to do the same, by mastering English, so that she will get the same spotlights as her sister.

“I know this is silly.. but I wanted to learn English at time because my sister. She was an English undergraduate student in Malang. And every time she gets back to home, everyone always treats my sister like she is a president or something. I also wanted to be like my sister. So I learnt English.” (Participant 4)

Some participants admitted that they did not really like learning English; however, because English is part of their compulsory subject so there is no other way other than learning English. The reason for this is because they needed to get a good score. They also need to pass national examination in which English becomes one of the subject being examined.

“of course because English is compulsory so I need to get a good score and also I need to pass national examination” (participant 7)

b. To have good IELTS score

Apart of having a good score, one participant also mentioned about getting a good score in IELTS. It is because he wanted to study abroad. So, he needs to have a good IELTS score.

“I need to have a good score in IELTS” (participant 5)

He then further admitted that he learnt English every morning and evening to improve his English because he is afraid that he will get not sufficient score in IELTS.

“I work hard because I am afraid that I cannot get good score, I don’t have money to pay again for IELTS” (Participant 5)

Parents asked to do so

Participant 8 revealed that it is the willing of his parents that he learns English.

“to be honest, it is because my parent asked me to do so, so I joined many English private tutor since a kid, even now, I applied for English Education program is also because of my parents asked me”

Further he adds that

“I always say yes to my parents command” (participant 8)

After Joining Access

a. Graduating on time

There is not much to say in the after-access ought-to L2 Self, some participants just mentioned about score in their English regular class. Some of them keep learning English because they are afraid to get bad score in their English class. One participant also mentioned that they want to graduate on time without extension, therefore, she always try to be consistent in their study as stated by participant 7.

“I want to graduate on time therefore I work hard to study” (participant 7)

Furthermore, there is not much difference of participant 5 ideal L2 self in which he still stated that he keeps learning English because he is afraid to pay more if he failed in IELTS test.

“still.. I am afraid that I cannot pass my IELTS test because the reason I have mentioned” (participant 5)

L2 Learning Environment

Before Joining Access

a. Traditional way of teaching

All participants of this study revealed that their experience in learning English is so traditional. Traditional here refers to learning where the focus is on drilling grammar instead of focusing on other skills. When being asked about their experience in learning English, some students reflected that they had such boring experience as the way the materials delivered is so old-schooled. The skills being emphasised and drilled every single class is always about grammar and rules in English. After the drilling, the participants revealed that they were only given a worksheet that the same with the exercise. Thus, they admitted that the worksheet that they had was so easy. They stated:

“I learnt in a very traditional way, just drilling the grammar and finish, every English class” (Participant 3)

“I just worked on grammar task sheet, all the time, the teacher explained, we worked on the assignment, finished.” (Participant 2)

b. Monotonous

Besides traditional classroom experience, some of the participants also revealed that the way the teacher explained the materials was so monotonous. What means by monotonous here is there was no variation in the way the teacher teaches. Most of the time, the teachers only came to the class, explaining the materials or the rules, work on worksheet, repeat.

"I always know the pattern, explaining the grammar, worked on worksheet, enough. So monotonous if I can say" (Participant 5)

"Monotonous.. I mean.. there is no other activity in class except working on worksheet or maybe the farthest is singing an English song" (participant 4)

Furthermore, some students also said that the way the teacher explained is teacher-centred in which the students will always sit in their desk, work on the worksheet, and not doing anything. This kind of learning is considered as boring by some students.

"so boring.. like I did not have any other activities apart of listening to the teacher which was in my opinion is so boring" (Participant 1)

c. Focus on score not skill

One common statement of the participants on their experiences when learning English is that the way they studied English back then was focusing on the score not skills.

Participant 9 disclosed that the teachers just pushed them to have good score, so sometimes he just cheated to his friend when there was exam because he was afraid of not having good score.

"The teacher would not care where I got the answer, as long as they know I submit the assignment, it was fine. I copied my friends' answer sometimes" (participant 9)

Furthermore, participant 10 and 1 shared that in her class, she had so competitive friends that sometimes they do not want to help them to learn if she gets difficulty.

"my friends is so competitive that I don't really like the vibes" (participant 10)

"I had super competitive friends, in a negative way, that sometimes they do not

want to help me if I get difficulties" (participant 1)

d. Teacher set boundaries

The participants admitted that the teachers in their previous class set boundaries as stated as follows:

"I cannot close to teachers because I don't know I feel some distance" (Participant 8)

"maybe because this is formal school so the teachers sometimes set boundaries ye I know it's formal school. (Participant 5)

After Joining Access

a. Integrated module

To compare with previous section, in access, the materials in integrated one another. Several students admitted that sometimes they did not realise that they learn English. What they remember is just they discuss about a topic with different language.

Participant 3 said that

"what I like from Access, sometimes I don't realised if I learnt English, because it's juts full of discussion" (participant 3)

Participant 7 have a similar thought in which she stated that

"in access we don't really focus on one aspect, we learnt about listening but at the same time also speaking, grammar, reading"

b. Fun

If in their previous class prior to Access most of the participants said that the class was so monotonous, in Access all participants agreed that the class is super fun.

"access is different to other class because it is fun" Participant 6

"instead of just drilling the rules, we learnt through ted talks video and discuss" participant 1

c. No pressure towards score

Another differences that the participants felt is that they did not need to think too much about the score as the most important part of learning in Access is the skills.

“We don’t think too much on score because it is not important in Access” (participant 7)

“In Access maybe because the score is not one of the requirement to graduate, so I learn English truly from my heart, not only because the teachers asked me so” (Participant 5)

d. Teachers so close towards students

They also revealed that the teachers in Access do not set boundaries so that they can tell the teachers whatever they want and makes them feel close to the teachers.

“compared to regular class, I can talk to the teacher, I can share whatever to the teachers, things I cannot do with my regular teacher.” (participant 4)

“... but in access, we are so close. I am not hesitant to ask for help” (participant 8)

“While teachers in Access are so close. We are like family so I don’t need to be afraid or worried to talk about my problems.” Participant 5

Attitudes Changes in Participants*Attitudes towards L2 Learning*

This section highlights the attitudes changes experienced by the participants before and after joining access towards their learning experience and their attitudes towards English speakers.

Before joining Access

a. Bored to come to the class

Considering the participants experience to learn English before coming to Access in section, it is not surprising that most of the participants felt bored to come to the class. Some of the said:

“I felt so bored at that time...” (participant 3)

“every time it was the schedule for English class, I usually move to the very back of the class” (participant 9)

b. Enjoy the class

However, there are still some students who were enjoying the class even though they had negative experience in their class. One particular reason explained by the participants is because they wait for English class because English class was only once a week. Therefore, even though they experienced the same method of teaching, they still enjoy the class.

“English is once a week, so this is the subject I always waited for at that time” (Participant 6)

After Joining Access

a. Always motivated

All participants admitted that they really enjoy the learning process in Access; thus, they always motivated to come to the class.

“never have I get bored of course [to come to the class] ...” (participants 4)

“have you ever found me absence from the class?” (participant 6)

b. Bored but because of lazy

However, there are still couples of students who felt unmotivated to come to Access class. When being asked the reason, they said:

“it’s not because the access is not interesting or what but more likely to be because I was so tired that day, I have been to many classes and I was home, and if I needed to get back to campus again, I had no energy left..” (participant 1)

“it is usually when I have big projects with my lecturer in regular class, I did not come to access class because I don’t know days felt so hard at that time” (participant 5)

A. Attitudes towards Speakers

In terms of participants' attitudes towards English speakers, they experienced no changes. Some of them may think that USA is racist and Islamophobic, the two most mentioned things that they do not really like from America; however, when it comes to American as an individual, they said that they know that a person should be treated individually.

"maybe what I don't like from US is because the Islamophobic. It's hard for people with the name Muhammad to get into US. So I don't really like it. And also how some Americans being so racist to Asian." (Participant 3)

"but I believe not all American, it just some of them" (participant 3)

"Not all people is the same. That's what I believe. So since the very first day, I always positive opinion towards them." (Participant 6)

Impacts of Access towards participants**a. Language skills**

Almost all students disclosed that they experience an improvement in their English skills after joining Access.

"I don't know why my listening skills is so bad even though I always try to listen to music or movie; however in access class I can boost my listening skills easily" (participant 2)

"I can speak more fluently because in Access we always have discussion all the time and it really helps my speaking" (participant 8)

b. Confidence

Similarly, all participants agreed that after joining Access, their confidence especially in using English increased. They stated:

"back then I was so afraid to talk in front of people. I couldn't speak. I will

always shaking. But now I am confidence enough to talk." (Participant 7)

"...first I felt my confidence increase. ..." (participant 4)

c. Good public speaking

They also admitted that their public speaking is better compared to the time before they joined Access.

"the things I recognise the most is I have good public speaking now" (participant 7)

"there are many impacts, one of them is public speaking" (participant 9)

d. Aware towards environment

Lastly, most of the participants mentioned that after joining Access, they are more aware with their environment.

"I feel that my awareness towards my environment is rising" (participant 6)

"I am now more aware with my environment, I bought tumblr, reducing the use of plastic because I always remember access class" (participant 10)

Discussion

The findings of this study heighten Henry's (2005) and Fryer and Roger's (2018) study in which they found that the participants of their study experience motivational changes and transformation in their ideal selves' vision. This section talks about participants' future possible selves that drives them to join Access followed by the elaboration of participants selves' transformation based on the L2MSS framework during Access Program. The next section talks about the attitudes changes as well as the impacts of Access towards participants' learning experience.

Participants' vision to join Access

To answer the first research question, it is clear that when applying for Access program the participants of this study had ideal self for the future and also ought-to self that drove them to apply. Having a good CV after graduating from Access seems to

be the most dominant ideal L2 Self because they believe a good CV will lead to plenty job opportunities available. Furthermore, making international friends is also one of the ideal selves that motivates participants to apply for Access program eventually. They imagine that by joining Access, they will widen their networking, not only across Indonesia but also all over the world as they will join a community for Access Alumnae.

However, students ought-to self also plays an important role in motivating students to join Access. The motive of getting money is the most dominant ought-to self of these participants especially those who have economic issues. Another factor motivating students to join access is the role of significant others such as teachers and friends. The participants see themselves as feeling guilty towards their teachers if not joining Access because their teacher asked them to do so. However, after joining Access, the participants feel glad and grateful because they did so. Friends also play roles in motivating participants to apply for the program. Being the only one in the circle who did not apply for Access lead the participants to apply because they did not want to being left behind by their peers.

Motivation and Attitudes Changes in participants

Changes in ideal l2 self

Furthermore, this section elaborates participants' motivation and attitudes changes to learn English in an attempt to answer the second research question. The results of the interview showed that there are various mental images driving participants' motives to learn English. The most common answer is to have better jobs in the future. This motive appears both before joining Access and after joining Access. However, there is difference in the range of jobs they want. Before joining Access, most participants shared that they wanted to be an English lecturer, translator, or working in a local company. They believe by mastering English they will be able to achieve those goals. However, after joining Access, there was shifting in the participants' company target. They no longer wanted to apply for

local companies instead they wanted to apply for international companies such as working in one of the United Nations institutions like UNICEF or UNESCO.

Similarly, the shifting from local to international target also happened in the next Ideal L2 Self which is starting their own business. Some participants have considered to start their own business and have been aware with the needs of English in business. However, at that time their motives to learn English was to use English in their products such as promoting or advertising. They also admitted that they just target local costumers; thus, English will be used mainly for promoting while the communication basically will still be in their native language. Yet, after they join Access, they started to think to develop their business internationally. So, in this instance, English is not used as a means of promoting but also a means of communication to their international customer.

In addition, couples of participants mentioning about the advantages and status of English was one of the reasons they learnt English prior to joining Access. Since they lived in a very rural area, it was not common for the local people knowing someone be able to speak English. For this reason, those who are able to speak English is considered as smart. It is supported by Zein *et al.*, (2020) stating that English is used for showing prestige and social status. Because of these rooted beliefs in society, some participants admitted that they want to look smart, so they start learning English. However, when being asked to reflect on their motives to learn English after they join Access, none of the mentioned about this type of ideal self anymore. Instead, there are two themes emerged, they are studying abroad and living and travelling abroad especially in the USA.

To conclude, there are changes in how participants see their ideal self in the future before and after joining Access program. If prior to Access their ideal L2 Self tends to be local oriented such as having job and starting business to target local customers,

after joining Access they tend to see their selves in an internationally globalised world. This transformation is the result of constant exposures towards international world from participants' class activities such as speaking to alumnae of Access from around the world or watching TED talk videos in the class. As Yashima (2009) claims that the students with higher international postures generate their possible selves based on their experiences such as speaking with international students or reading English newspapers. This envisions their ideal selves into an international life such as pursuing international career or conducting business negotiation in English (Yashima, 2009).

Changes in ought-to L2 Self

As stated by Dörnyei (2005), Ought-to L2 Self refers to any self-image who includes external factors as the drive such as to meet societies' expectations. Thus, to have spotlights is society because individuals are afraid of being ignored is one of the examples of ought-to L2 Self. It is true that the theme of "the advantage of English" in the previous section and "having spotlights in society" are quite similar because they do include how society views English. However, the difference between these two is that while the first one the motives come from their selves, the second one come from external factors such as afraid of not getting the same spotlights as their sisters or brothers.

Similarly, the second theme emerged is to pass and have a good score of IELTS. This findings is similar to Siridetkoon and Dewaele' (2018) research in which they found that the participants of their study were motivated to learn English because they were afraid of failing the English test. On this study, the participants were afraid of failing in an IELTS test because if they fail, they need to retake and repay. Thus, to avoid the negative effects of this, they were motivated to learn English. Lastly, the demand of participants' parents is the third theme from the interview. Some participants admitted that their parents asked them to learn English by sending them to English private tutor while they were a kid. This

force has led participants ought-to self as Dörnyei (2005) stated that not to disappoint one's parents is considered as ought-to L2 Self.

To contrast, there is not much to say within the ought-to L2 self of the participants after joining Access. Personal goal and external pressure still played an important role within participants' selves. The two themes emerged are to graduate on time and to get good score of IELTS. It is understandable that this becomes the only motives why participants need to learn English. After completing the two-year course in Access, most of the participants were in their last year in university. Thus, graduating seems to be the only motives why they need to keep learning English aside of because they majored in English department program. Furthermore, some of them still maintain their ought-to L2 Self to succeed in IELTS. Thus, the participants' ought-to L2 self after joining Access is score related such as graduating and getting a good IELTS score. This is similar to Kim's (2015) and Campbell and Storch's (2011) findings in which the participants of the study were motivated to learn English because they want to pass the standardised test and.

L2 Learning Environment

In terms of L2 learning experience before joining Access, most of the participants have almost the same experience in which they have monotonous teaching in a very traditional way of teaching. They stated that the way they learned English at that time just by repetition especially in grammar. Furthermore, they also told that the teachers usually came to the class, give explanations, sit on their chair, let the students do the worksheet, and finish. This happened every single time they had English class. Furthermore, the teachers also seemed to focus on the score of the students rather than their skills such as speaking skills. This is in line with Iqbal and Rafi (2018) study in which they found that public school teachers prefer rote learning and use Grammar Translation Method (GTM) for teaching English language. They

prepare students to perform well in examinations rather than in practical life. Additionally, the teachers seem to set boundaries with the students so that if the students found any difficulties, they are afraid to ask for help from students.

On the other hand, after joining Access class, they have completely different L2 learning experience. All participants agreed that in Access, sometimes they did not recognise that they were learning English because Access implemented integrated skills focusing the most on critical thinking. Usually, the students will have a topic to discuss with their friends. In their discussion, they listen to the audio, watch ted talk video, and work on some grammar skills. Thus, the activity in the class run super fun. Additionally, they admitted that their teachers did not set boundaries towards the students so that they do not hesitate to ask for helps every time they have difficulties. This learning environment is one of the most essential variables generating participant's motivation to learn English. Thus, this validates Lamb (2017) statements saying that L2 Learning experience is the strongest predictors affecting motivation in L2MSS and Dörnyei's (1994) claims that immediate learning situation such as teachers and course specific context influences individuals motivation.

Attitudes changes

The results of the interview show that there are attitudes changes in participants' attitudes towards their language learning experience. As mentioned in the previous part, the participants have such negative experience in their language learning, resulting them to have negative attitudes towards their language learning showed by the boredom they felt and the gesture of moving to the back of the class. Meanwhile, after joining Access they experienced a completely different atmosphere resulting them to fully engage in the class activity. Thus, this finding supports Gardner's (2006) claims stating that supportive environment such as skilled teachers and exciting curriculum generates students' positive

attitudes that eventually will increase their L2 motivation (Ortega, 2009).

In terms of their attitudes towards the speaker of English, the interview showed that there is no attitudes changes in participants of this study. They do have stereotypes of Americans in general such as being racist to people of colour and being Islamophobic. However, they do realise that individual especially Americans cannot be generalised. They need to treat them individually. Thus, every time they meet English speakers, they always have positive attitudes towards them. If there is something offending from them, it is purely because the person itself, not the whole community.

Learning experience

This section briefly discusses the impacts of Access towards participants of this study. Most of them mentioned similar theme that will be elaborated as follows. First, the most common theme being mentioned by the participants is that Access helps them to boost their confidence. Some of them admitted that they were a very shy students turned out to be confidence students. Furthermore, Access also helps them to have a good public speaking. This the result of them always have discussion each time they have a class. Furthermore, the students also admitted that after joining Access, their awareness towards their environment is increasing. One of the possible factors is that in Access, the students are always asked to take care of their environment by stopping to use plastic, bringing their own bottles, and doing some environment activity such as cleaning the seashores. Lastly, just like other English programs, one of the main goals of having this program is to increase students' language skills and it does succeed to happen. Most of the students agreed that their English language skills increased compared to the day before they joined Access. This finding is similar to those of Iqbal and Rafi (2018) and Aoujil and Benattabou (2021) that Access does positively affect students' language learning.

Considering all the discussion in the previous chapter, there are several points to

draw on. First, when the first time applying for Access Program, participants motive to apply were influenced by their ideal self and ought-to self for the future such as to have a good CV and have wider jobs opportunities. One of the most common reasons for this is because the provider of Access is RELO US Embassy Jakarta in which it is a very reputable institution in Indonesia. The next one, being connected to international alumnae of Access Program is also one of the visions they have as they know that after graduating from Access they will be registered in a website for Access Alumnae all over the world. Meanwhile, getting transport allowance from Access is the most significant reason for their ought-to self, followed by the influence of their significant others such as parents and friends.

Second, their motivation to learn English did change. Before joining Access, participants' motives to learn English related to their ideal L2 self just focus on their self or within local context such as having a job in Indonesia as a lecturer or starting business with local costumers. However, after joining Access, they change their motives into wider international perspectives such as working in United Nations or starting business to target local costumer. Travel and living abroad are also the two themes emerged in after joining Access ideal L2 Self. This shifting results from the constant exposures towards American cultures and international life through their books and activities in the class. Meanwhile, in terms of their ought-to L2 self, if before coming to Access their ought-to self twirls around the demand of parents, afraid of not getting spotlights in society, and afraid of not having a good score, after Access the only theme emerged is graduating on time. This is not surprising considering that they were in their last semester of university after graduating from Access. On the other hand, in L2 learning experience, all students admitted that their learning experience change, from monotonous boring class which focuses on grammar skills only to fun, interactive, and integrated class. Furthermore, in terms of their attitudes towards English, some students ever felt bored attending their

English class; however, after joining Access they rarely felt bored. If they feel so, it is not because the class experience but because they were too tired. Lastly, there are no attitudes changes towards the speaker of English even though they have some stereotypes towards the US because they are aware that everyone is unique.

Third, Access does give impact to student's language learning ranging from their language skills to their soft skills such as public speaking, confidence, and being aware to their environment. This finding proves that the good and effective classroom environment such as in Access has strong relationship with better achievement (Schneider, 2002).

Having this all, it proves that the teaching activities in Access program heightens students' motivation to learn English and widens their perspectives towards the multicultural globalised world. Furthermore, Access program has boosted students' positive attitudes towards their language learning class. Finally, Access does help students to increase their language skills as well as non-language skills.

D. Conclusion and Suggestion

Ideally, to assess motivational changes towards group of students, the longitudinal study is needed. However, due to the time limitations, I cannot conduct a longitudinal study. As a result, this study is purely based on their memories of what they felt when joining the program and graduating from it. Thus, some participants may forget of what they have undergone during Access class. Furthermore, for further research, it is also worth noting to study the motivation from teachers' perspectives; to compare teachers' motivation to teach in their regular class compared to when they teach Access class.

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