

**STUDENTS' SOCIO-CULTURAL
BACKGROUNDS AND MOTIVATION
IN LEARNING LANGUAGE**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of
English Education Department



By:

Ainun Hasriningtyas

Student Number: 1703046039

**EDUCATION AND TEACHER TRAINING FACULTY
UIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2021**

THESIS STATEMENT

I am a student with the following identity:

Name : Ainun Hasriningtyas

Student Number : 1703046039

Department : English Education Department

Certify that the thesis entitled:

**STUDENTS' SOCIO-CULTURAL BACKGROUNDS AND
MOTIVATION IN LEARNING LANGUAGE**

It is definitely my own work. I am completely responsible for the content of this thesis. The writer's other opinions or findings in the thesis are quoted or cited by ethical standards.

Semarang, December 20th 2021

The Researcher,

Ainun Hasriningtyas

NIM 1703046039



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Hamka Kampus II Semarang 50185

Telp.(024)7601295, Fax.024-7615387

RATIFICATION

Thesis with the following identity:

Title : Students' Socio-Cultural Backgrounds
and Motivation in Learning Language

Name : Ainun Hasriningtyas

Student Number : 1703046039

Department : English Education Department

Had been ratified by the board of examiners of Education and
Teacher Training Faculty of Walisongo State Islamic University
and can be received as one of any requirements for obtaining the
Bachelor degree in English Language Education.

Semarang, 28 December 2021

THE BOARD OF EXAMINERS

Chairperson

Secretary

Dr. H. M. Nafi Annury, M. Pd. Uyidatul Kadhilah, M. Pd
NIP. 19780719 200501 1 0010010010908 200710 2 001

Examinee I

Examinee II

Lulut Widyaningrum, M. Pd. Siti Tarwiyah, SS, M. Hum.
NIP. 19800803 200901 2 010 NIP. 19721108 199903 2 001

Acknowledged

Dr. H. M. Nafi Annury, M.Pd.
NIP. 19780719 200501 1 007

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo Islamic State University Semarang

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Ainun Hasriningtyas

Student Number : 1703046039

Department : English Education

Title : Students' Socio-Cultural Backgrounds
and Motivation in Learning Language

State that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

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Semarang, December 13th 2021



Advisor,

Dr. H. M. Nafi Annury, M.Pd.

NIP. 19780719 200501 1 007

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ABSTRACT

The difference of socio-cultural backgrounds can influence the students' motivation in learning language. EFL learners should know the factors that can influence their motivation because motivation is the main resource of stimulus for effective performance in acquiring a language target. This research aims to described the socio-cultural backgrounds of EFL learners and to explained what are the socio-cultural backgrounds influence their motivation in learning language. This qualitative research was conducted on the 3rd semester students of English Education Department at Walisongo State Islamic University. Data collection techniques were carried out by filling in questionnaires through Google Forms to determine the socio-cultural backgrounds of the participants and interviews via Whatsapp message to find out how the socio-cultural background influence the EFL learners' motivation. The questionnaires results showed that the 3rd semester students consist of females (78%), males (20%), and Neutral (2%). It also consists of 18th year-old (12%) and more than 18th year-old (88%). They have an agreement that their language aptitude is in a good enough categories (62, 8 %). The interviews results showed the socio-cultural backgrounds factors that influence their motivation as EFL learners are language aptitude. They are intrinsically motivated (*interest-based activity, self-construal, and cognitive ability*) and extrinsically motivated (*supportive environment and the students' future career or dream*).

Keywords: *EFL Learners' motivation, socio-cultural backgrounds, intrinsic motivation, extrinsic motivation*

MOTTO

*“The past can hurt. But you can either run from it, or
learn from it.”*

Rafiki¹

Our past experiences are valuable lesson to learn,
if we don't want to make the same mistake twice.

¹ Don Hahan (Producer) & Roger, A. (Director). (2019). *The Lion King*. United States: Walt Disney Pictures.

DEDICATION

This thesis is dedicated to my university, UIN Walisongo Semarang, all of the students at UIN Walisongo Semarang, all English teachers, my beloved family who always prayed, supported, and gave me motivations, and everyone who supported me in accomplishing this thesis.

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8. For those who cannot be mentioned one by one who has supported the researcher to finish this research.

The researcher realizes that the preparation of this thesis is far from perfect. May Allah SWT give a double reward to all those who have helped the researcher in completing this thesis. Therefore, the researcher hopes for suggestions and constructive critic for readers. The researcher hopes that the purpose of making this thesis can be achieved.

Semarang, December 21st 2021
The Researcher,

Ainun Hasriningtyas
NIM: 1703046039

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, question research, objective of the study, and significant of the research.

A. Background of the Study

Recent trends in globalization of nations have increased the importance of cross-cultural measurement and procedures for adapting and developing culturally-equivalent measures in pursuit of national goals². The last three decades have shown a significant rise in the interest in bilingual or multilingual language competences across the lifespan³. There are many factors that can affect language learning abilities ranging from the social aspect, culture, economic, education background, and psychology. Individuals who have not had experienced on bilingualism or multilingualism will have a problem on their language aptitude because it supports the concept of language aptitude as dynamic feature, children who grown up in their home with language that were different from the languages of their society will have

² Buzhardt Jay and others, 'Cross-Cultural Exploration of Growth in Expressive Communication of English-Speaking Infants and Toddlers', *Early Childhood Research Quarterly*, 48 (2019), 284–94.

³ Flores Cristina, Gurel Ayse, and Putnam T. Michael, 'Different Prespective on Critical Factors in Heritage Language Development and Maintenance', *A Journal of Research in Language Studies*, 2019, 1–10.

language aptitude better than the one who grown up in a home with language are same from the languages of their society⁴.

EFL students must adjust to their new academic and social system because they are not part of their family and cultural background. Therefore, adapting to new academic and social systems requires a departure from old traditions and cultural norms. The cultural diversity that students have from an early age influences their academic success as they get to know each other better. In fact, ethnic communities often lack adequate social assets, which affect the learning process because the language and cultural skills they possess are so deep that it is very difficult to create social networks. The personal and social bonds that someone seeks to form tend to form at an early age and usually develop in addition to the home environment at school. Consequently, the sociocultural background of EFL students contributes to determining student success in EFL learning and influences academic achievement, which in turn leads to significant social, cultural, and academic success⁵.

According to Natalia Matveieva in one country two languages exist together and those languages will affect the

⁴ Ortega Lourdes, 'The Study of Heritage Language Development From a Bilingualism and Social Justice Perspective', *Language Learning*, 2019, 1–39.

⁵ Keumala Meta and others, 'The Influence of Socio Cultural and Educational Background on EFL Learners' Motivation', *Indonesian Tesol Journal*, 1.1 (2019), 1–88 <<https://ejournal.iainpalopo.ac.id/index.php/ITJ/index>>.

culture of the people who are in it, as in Ukraine and Russia where the use of language is divided into two situations called formal and informal. More dominant languages will be used as formal language while minority languages are usually used as informal languages⁶.

The social environments have a very important influence on students' language development. In several studies also mention how students using good language depend on the mastery of the language they have. How they communicate their ideas, thoughts, and feelings in social circle is influenced by how well their respective language is absorbed. The limited placed for practice also could be the reasons why EFL learners' infrequently use English when they have to communicate with the others. Most learners who studied English were unable to use English comfortably due to social and cultural constraints⁷.

Motivation is an essential stimulus for effective performance. The acquisition of a target language is an aim for language learners, which function as a powerful impetus in encouraging them in its accomplishment. Sufficient motivation could lead to enjoyable experiences in learning a language.

⁶ Natalia Matvieva, 'Bilingualism and Diglossis in the Capital of Ukraine', *Language: Classic-Modern-Postmodern*, 4 (2018), 142–54.

⁷ Kakita Ramappadu and Palukuri Vijayababu, 'Social and Cultural Factors Influence on English Speaking Abilities', *Innovations and Technologies for Soft Skill Development and Learning*, 2020, 133–41 <<https://www.researchgate.net/publication/341502656>>.

Motivation is a key to success in learning a language for language learners.⁸

Motivation can be viewed from behavioristic, cognitive, and constructive aspects. Behavioristic means that motivation influenced by external and internal impulses, anticipations of needs or reward and good aid. Cognitive regards motivation as a basic human need which is affected by internal and individual urges. Meanwhile, constructive perspective sees social context, internal and interactive pressures, society, and social condition or social status as socially constructed motivation⁹.

Self-determination theory explained that individuals have natural tendencies to be essentially motivated, to blend in with their social and personal groups, to assimilate external regulations into self-regulations, and unite themselves into a wider social entity. There is intrinsic and extrinsic motivation, intrinsic developed from personal ambition meanwhile extrinsic motivation appears from out of the personal ambition. It is the desire to get a reward or escape punishment. The intrinsic and extrinsic motivations have positive and negative effects. The negative effect of extrinsic motivation turned up when the

⁸ Amirreza Vakilifard, 'The Investigation of Integrative , Instrumental , Intrinsic and Extrinsic Motivation of Language Learners in the Foreign Settings', 13.27 (2021), 417–43.

⁹ Gholamreza Salehpour and Ali Roohani, 'Relationship between Intrinsic/Extrinsic Motivation and L2 Speaking Skill among Iranian Male and Female EFL Learners', *Bellaterra Journal of Teaching and Learning Language and Literature*, 13.1 (2020), 43–59.

extrinsic award is no longer exists; the individuals no longer have sufficient intrinsic reasons to take part in the activity¹⁰.

Therefore, motivation may lead to the capability of the EFL students in learning English as foreign language. If the learning process is delightful, the learners will enthusiastic about using English and can hand over jolts to their learning accomplishment¹¹. Based on the background of the study, the researcher is motivated to investigate the socio-cultural background that influences the learner's motivation on EFL learning.

B. Research Question

Based on the background of the study, there are several topics that can be discussed. In this research the researcher focused to the topic: The Influence of Socio-Cultural Background on EFL Learner's Motivation.

Here are the formulas of the problem study:

1. What are the Socio-cultural backgrounds of the third semester student of English Education Department at UIN Walisongo Semarang?

¹⁰ Harackiewicz Judith, *Intrinsic and Extrinsic Motivation*, ed. by Sansone Carol, 1st edn (San Diego: Academic Press, 2000), pg.2-3

¹¹ Meta and others.

2. What are the Socio-cultural backgrounds influence the third semester students' motivation on EFL learning in English Education Department at UIN Walisongo Semarang?

C. Research Objectives

Concerning the problem of the study, the objectives of the study aimed at finding out:

1. To describe the social background of the second semester student of English Education Department at UIN Walisongo Semarang.
2. To explain the Socio-cultural backgrounds that influences the students' motivation on EFL learning in English Education Department at UIN Walisongo Semarang.

D. Significance of the Study

There are theoretical and practical benefits from this research as follows:

1. The Theoretical Benefit

This research is expected to provide a greater knowledge and information about socio-cultural background on EFL learners' motivation. Hopefully, the result also can contribute as one of the references

for the next researcher that takes concern on psychology and sociolinguistic specifically about Cross-cultural understanding.

2. The Practical Benefit

a) To the Teacher/lecturer

This research can be the sources of information for lecturers to find and develop the appropriate methods or learning strategies to increase students' motivation during English learning process in the classroom.

b) To the Students

This result of this research is expected to be the source of the information about socio-cultural background that can influence their motivation on EFL learning. It can solve their lack of motivation issue after they knew their socio-cultural background.

c) To the Next Researcher

This research is expected to be an additional reference for a researcher who is completing on the same field of research. The researcher expects the result of this research can give significant impact and meaningful reference toward another research.

E. Limitation of the Study

In this study, the researcher focused on the Socio-Cultural Backgrounds of EFL Learner's Motivation in English Education Department in the 3rd semester at UIN Walisongo Semarang.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter describes a theory building used as basis for the research. This chapter contains review of the previous studies, theories, and conceptual framework.

A. Literature Review

1. Socio-cultural Background

Socio culture means everything that is related to the social aspect. Aspects of socio culture include: communication context, the purpose of a communication, the participants of the communication, and the topic of communication¹². It includes the relation between learners and their parents. The foundations of teamwork and cooperative learning produce education intervention. It can be said that intersecting with social categories such as language aptitude and attitude, gender, ethnicity, age, and religion. English is broadly used in various countries such as Singapore and Malaysia as a national language, second language or foreign language. Even though it became their

¹² Sri Harini and Ekowati Indira, 'International Journal of Active Learning Socio-Cultural Aspects of Teaching Foreign Languages in The Faculty of Languages and Arts , State University of Jakarta', 3.1 (2018), 8–13.

second or foreign language, it does not mean that all people who could speak English occupy the same culture¹³.

Language aptitudes are factors that influence language learning process such as personality, individual talent, prior learning experience, and current learning context. (Catherine J. Doughy, 2018) stated that differences in aptitude will determine the success of individual's language learning process. Aptitude is conceptualized as special talent for learning languages and a ceiling on success. In other words, for any given person, when motivation is high, personality facets are aligned, and the learning context is excellent, differences in aptitude determine ultimate attainment¹⁴.

The environment or the condition of the classroom during learning activity that is not supported can makes the students uncomfortable and it could decrease their desire and excitement to learn English. Socio-cultural factors include the attitude towards teacher and classroom environment¹⁵.

¹³ Triandis Harry, *Individualism and Collectivism*, 2nd edn (New York: Routledge Taylor & Francis Group, 2018).

¹⁴ Ahmadi Masuoumeh Seyedeh Leong Lai-Mei, 'An Analysis of Factors Influencing Learners' English Speaking Skill', *International Journal of Research in English Education*, 2016, 34–41.

¹⁵ Wahyu Triyani, 'The Factors Causing Vocational High School Students' Reluctance To Speak English In Classroom Interaction' (IAIN TULUNGAGUNG, 2021).

Sex and gender, in Western cultures they believe that females tend to be better L2 learners than males based on their primarily a social construct. Many researchers have found that females have a better ability at memorizing complex forms while males seem to be better to combine simple functions to build more complicated ones. Other differences between males and females are hormonal variables. Males who have higher androgen hormone level than women have a better automatized skills, females with higher estrogen hormone level will have semantic skill and interpretative skills in language¹⁶.

Age, in Yuefang Sun (2019) research under the title *An Analysis on the Factors Affecting Second Language Acquisition and Its Implications for Teaching and learning*, he state that different age of language learner will determine one's success in language learning. In his study Yuefang (2019) mention Cazden as the researcher who can prove that age is included in the factors that influence the language acquisition process. Cazden research showed that in terms of learning speed and achievement there are great differences between them. Children have a better pronunciation and

¹⁶ Rintaningrum Ratna, Aldous Carol, and Keeves Jhon, 'The Influence of Student Background Characteristics on Proficiency in English as a Foreign Language: Indonesian Context', *Sosial Humaniora*, 10.2 (2017), 112–28.

standard accent than adult, but on initial stage for cognitive ability the adult have a better ability than the children¹⁷.

2. The Definition of Self-Construal Concept

The self-construal of an individual is a representation of their cultural identity and features the individual's inner talent, characteristic, attribute, or aim, which is affected by the culture that individual, might come from¹⁸.

Self-construal relates to avoidance goals motivated individuals' underlying conceptions of the self-in-relation-to-other; manage opinions and behaviors that foster the separation of the self and others. Meanwhile, people with a stronger sense of relatedness with opportunities establish an interest in existing¹⁹.

An individual from an individualist country possesses an independent self-construal that can strengthen their confidence from others and be able to stand out and be able to show their inner feeling to others willingly. On the contrary

¹⁷ Sun Yuefang, 'An Analysis on the Factors Affecting Second Language Acquisition and Its Implications for Teaching and Learning', *Journal of Language Teaching and Research*, 10.5 (2019), 1018–22.

¹⁸ Yuefang.

¹⁹ Jie Xu, 'The Impact of Self-Construal and Message Frame Valence on Reactance: A Cross-Cultural Study in Charity Advertising', *International Journal of Advertising*, 38.3 (2019), 405–27
<<https://doi.org/10.1080/02650487.2018.1536506>>.

of individualism, people who come from collectivist countries have interdependent self-construal where the self-linked to others. The collectivist culture underscores the preservation of group conformity which supports their construal becomes more purposeful and complete. Individualist cultures derive self-quality from being able to convey them and justify their internal attributes openly, unlike members from collectivist cultures that seem to drive self-worth from being able to keep a peaceful relationship with their social group. Individualist members engage in their own targets, enjoyment, and personal achievement, whereas collectivist members hold in preserving the expectations of the others in their social groups, managing relationships, and group affinity. The vital distinction between the two types of self-construal is how the self is relative to others in the social situation²⁰.

The individualism-collectivism framework is the dominant approach in the literature to characterize and explain many cross-cultural differences across various psychological domains such as attribution styles, wellbeing, self-concept, and rationality as well as adult attachment. Individualism and collectivism have sometimes been referred to as independent-interdependent self-construal. In some

²⁰ Halder Moon, 'A Cross Cultural Evaluation of Individualism and Collectivism on Communication Strategies and Social Identity on Online Social Media' (Nottingham Trent University, 2016).

studies, Western people most often associated with individualism characteristic while Eastern people most often associated with collectivism characteristic²¹.

3. The Definition of Motivation

Motivation is the emergence of feelings and reaction to achieve goals²². Motivation contains a variety of intimately connected beliefs, perceptions, values, interests, and actions. It is a combination of attempt plus love, which causes the reasons for people's actions, desires, and needs to get the aim of learning. A teacher should reinforce their learners to figure out the motivation and also to look for the pleasurable motivational during EFL learning. Motivation is important because it will increase the student curiosity on the target language learning. When their excitement or interests increase it will cause their improvement on their academic accomplishments²³.

²¹ Hong hui Lin, Pony Yuen Ga Chew, and Ross B. Wilkinson, 'Young Adults' Attachment Orientations and Psychological Health Across Cultures: The Moderating Role of Individualism and Collectivism', *Journal of Relationships Research*, 8 (2017), 1–14.

²² Agus Rahardjo, 'Learning Motivation and Students' Achievement in Learning English : A Case Study at Secondary School Students in the Covid-19 Pandemic Situation', 1.2 (2020), 56–64.

²³ Tambunan Anna and Siregar Tiarnita, 'Students' Motivation in Learning English Language (A Case Study of Electrical Engineering Department Students)', *The Journal of English Language Studies*, 1.2 (2016), 63–70 <<https://jurnal.untirta.ac.id/index.php/JELS/article/view/956>>.

Self-determination (SDT) theory that occurred in the 1980s is one theory that still regards as a profoundly prominent theory of motivation. Self-determination is based on how an individual connects with the social environment to accomplish the basic needs of freedom, skill, and relatedness. Self-determination theory separates between unmotivated identified by the deficiency of desire to take part in a particular activity. Extrinsic motivation, the type of motivation behind the activities performed for getting some external reward or evading punishment, and intrinsic motivation underlying activity performance for its occupied purpose, for gaining contentment and delight in achieving it²⁴.

SDT holds that individuals have inherited psychological desires that must be accomplished in a plan to improve. Meaningfulness is self-determined. From an organismic viewpoint, SDT claims that individual beings have an inborn predisposition to specifically seek and

²⁴ Emnijeta Ahmetović, Senad Bećirović, and Vildana Dubravac, 'Motivation, Anxiety and Students' Performance', *European Journal of Contemporary Education*, 9.2 (2020), 271–89.

comprehend unfamiliar conditions in their surroundings and link the knowledge obtained into their education schemes²⁵.

SDT is based on the organismic paradigm or meta-theory, one that presumes individuals are active organisms, excited to grasp and organize knowledge and capabilities in both their personal and social situations. In the evolution of Self-determination theory, Deci and Ryan (2012) defined six mini-theories that analyze the operations of self-determination theory in a complex social field. The mini-theories are: Cognitive Evaluate Theory, Organismic Integration Theory, Casuality Orientations Theory, Basic Psychological Needs Theory, Goal Content Theory, and Relationship Theory²⁶.

Learners must understand that they are agents of their actions and that the reason for their action in L2 is that it is essential to them individually. There are three psychological desires of self-actualization's satisfaction: competency, relatedness, and autonomy or freedom. Competence deals with the desire to know efficacious in one's activities and adequately reach challenges. It

²⁵ Stephen Ryan and others, *The Palgrave Handbook of Motivation for Language Learning*, ed. by Lamb Martin and others, *Palgrave Macmillan* (Springer Nature Switserland AG., 2020).pg. 96

²⁶ Michael L. Wehmeyer and others, 'Development of Self-Determination through the Life-Course', *Development of Self-Determination Through the Life-Course*, 2017, 1–303.pg. 47

frequently correlated a feeling of little perceived competence with feelings of uncertainty. This competence will expand when people endeavor to find challenges that would enhance their mastery²⁷. Competence also reveals human's needs to adequately understand their situation and encounter a feeling of competence in it²⁸.

Relatedness points out the need to feel attached to and wanted for by other humans who play substantial parts in one's life. This is necessary for social support and an origin of self-validation²⁹. Relatedness relates to a sense of belonging and affiliation. The conveyance of value and caring facilitates it³⁰.

The third, autonomy or freedom, exists at the core of SDT. When the three psychological desires are convinced, people are self-motivated to take part in activities that support them to grow an organized, well-functioning self and healthful relationship with others³¹. Autonomy refers to a sense of initiative in one's action. The experience of interest

²⁷ Ryan. pg.96

²⁸ Wehmeyer and others.

²⁹ Ryan. pg. 98

³⁰ Richard M. Ryan and Edward L. Deci, 'Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions', *Contemporary Educational Psychology*, 61 (2020), 101860 <<https://doi.org/10.1016/j.cedpsych.2020.101860>>.

³¹ Ryan. pg. 99

and value externally control and support it, whether by rewards or punishments³².

The satisfaction of the three psychological needs will affect motivational directions. The three basic psychological needs are a theoretical view of SDT and the fundamental key for controlling intrinsic motivation and extrinsic motivation³³. Motivational orientation can be discerned into three types: intrinsic motivation, extrinsic motivation, and amotivation³⁴.

For the optimization of intrinsic and extrinsic motivation toward work or involve movement, there are some things that could influence it. Age, sex or gender, and individual competence could alter one's motivation. Perceiving one's own surroundings, reducing challenges, exerting control, and enjoying individual competence are human desires or needs. Based on their difference in age, when people get older, they find that learning becomes less challenging and less exciting because of this. Their

³² Ryan and Deci.

³³ Wehmeyer and others.

³⁴ Ryan. pg. 99.

motivation decreases because the interest, desire, and excitement felt unchallenging when they got older³⁵.

There are studies about gender stereotypes that stated parent's gender stereotypes determined their children's capacities. Parents believe that boys for math and sport skills while girls for social competencies. This concept affected their children's behavior and their self-perceptions of their capabilities in each subject³⁶.

In biological research revealed that females were better learners of language acquisition than guys. When females deal with language, they managed the same range of the brain as guys, but revolving around the linguistic task, females controlled both parts of the brain, and when applied the same tasks, females activated more areas in their brain than men worked. It again proved that females had "language centers" that ripened quicker than males³⁷.

Regarding aptitude, females have superior verbal aptitude and verbal intelligence over males. Gender differences showed significantly greater motivation and more commitment than males in language learning. The strategies

³⁵ Judith and Carol. pg. 320.

³⁶ Judith and Carol.pg. 441

³⁷ Ratna, Carol, and Jhon.

applied in language learning styles by females and males were also different. Females spend more time learning a language than males, it can be looked at their second language proficiency. Language aptitude includes individual competence, strategy, method, environment, and language process. It could be concluded that if the method, strategy, individual competence, and environment supports EFL in processing language, it will affect their achievement in the target language³⁸.

The excellent condition for foreign language learners in the L2 situation was influenced by higher family education and literacy experiences in EFL learners' homes. The higher knowledgeable parents, the deeper language environments they arranged for EFL learners, it will reinforce the language learning process and literacy improvement. If the whole things that EFL learners need are supported, of course, it will increase their motivation for learning the language³⁹.

In this research, the researcher will focus on the two type of motivation based on SDT theory. Those are intrinsic

³⁸ Sunjung Lee, 'Examining the Roles of Aptitude, Motivation, Strategy Use, Language Processing Experience, and Gender in the Development of the Breadth and Depth of EFL Learners' Vocabulary Knowledge', *SAGE Open*, 10.4 (2020).

³⁹ Ratna, Carol, and Jhon.

motivation and extrinsic motivation. Intrinsic motivation relates to motivation that occurs from personal impulse or personal devotion. The student who had this motivation will felt confident, passionate like, joyous, and delighted when they engage in the EFL learning process. Extrinsic motivation, hence the extrinsic motivation occurs from external impulse, it deals with a reward or punishment because of the action⁴⁰.

Rahardjo and Pertiwi (2020) stated that based on Gardner and Lambert (1972) theory motivation divided motivation into two types, those are instrumental motivation and Integrative motivation. Instrumental motivation has similarities with extrinsic motivation which external factors became the source of motivation. The external factors in this motivation include reward and punishment such as to get a better score, to get a better scholarship or to avoid an inappropriate job. Integrative motivation also has similarities with intrinsic motivation which the source of motivation comes from pleasure and satisfaction of their curiosity in engage activity. People who have strong integrative

⁴⁰ Purmama Neng, Rahayu Neng, and Yugafiaty Rasi, 'Students' Motivation in Learning English', *Profesional Journal of English Education*, 2.4 (2019), 539–44.

motivation tend to feel enjoyment, interest, pleasure, and excitement during the language learning activity⁴¹.

B. The Previous Research

First, Research from Ratna Rintaningrum, Carol Aldous, and Jhon P Keeves, under the title : *The influence of student Background Characteristics on Proficiency in English as a foreign language : Indonesian context*. Published by Institut Teknologi Sepuluh Nopember in Surabaya, (2017). In this research, the researchers tried to find out factors that influence the English Foreign Language Proficiency that have associations with the student backgrounds variable. The research showed that student backgrounds characteristics such as sex or gender, socio-economic students, faculty of instruction have direct and indirect effects on English Language Proficiency⁴².

The current and previous research both focused on sex/gender of EFL learners. But the previous research more focused on previous background education of the students meanwhile the current research only focused on sex/gender that can influence EFL learners' motivation. Aside from that, the previous research proved that students' previous

⁴¹ Rahardjo.

⁴² Ratna, Carol, and Jhon.

education, sex and gender influence the students' performance in English.

The second research under the title : *An Analysis on the Factors Affecting Second Language Acquisition and Its Implications Teaching and Learning* by Yuefang Sun, published by Jiming Medical University, Jiming, Shandong Province, China, (2019). The result of this research describe how are factors affecting SLA such as age, attitude, personality, first language proficiency, economic factor, technology factor, and politic factors. Those factors could influence the students' acquisition of language learning. The teachers should facilitate a second language learning a good facilitates⁴³.

Success factors in SLA such as age, economic factors, and political factors are included in the content of the socio-cultural background. Students with a good and stable environment will be more fluent in using English because they do not hesitate or are reluctant to use it because they understand the meaning and function of its use. The previous study aimed the teacher's teaching method to encourage students in their language learning, how the teacher provided appropriate method for the students so they would not

⁴³ Yuefang.

reluctant to use English while the current study focus on finding the underlying factors that could influence the students' motivation in learning English. The similarities in these researches include the socio-cultural background factors.

The third research under the title *Language Aptitude: Desirable Trait or Acquirable Attribute* by David Singleton, published by University of Pannonia, Veszprem, Hungary (2017). In this research, the traditional definition of language aptitude stated that language aptitude is a gift and the capacity on one individual to another is different. It cannot be changed through anything. There is a specific problem that arose regarding the extent to which language aptitude is innate and stable and to what degree it can be influenced by training and experiences. The result showed that language aptitude has a connection with working memory and it can be changed. This ability can increase if we as a language learner practice to acquire the language.

Both researches focused on language aptitude development and it can also influence the language learning process. The current research focused on how the language aptitude influences other subjects specifically on EFL learners' motivation. The previous research only focused to

prove that a language aptitude can be improved with training and practice of the working memory.

The fourth research by Sri Gustiani entitled *Students' Motivation in Online Learning During COVID-19 Pandemic Era: A Case Study (2020)*. The aim of this study focused on the motivation of the students at English Department of Sriwijaya Polytechnics toward their online learning during Covid-19 pandemic era. Some current studies revealed that students' motivation in online learning was affected both intrinsically and extrinsically as a result of the abrupt transition from traditional face-to-face learning to remotely digital learning. The changes of sudden emerge of distance learning experience influence their motivation. The students have determination to learn no matter what the situation is. The different situation cannot stop them to learn from home, the students also stated that extrinsically their motivation affected because of online learning, the problems that they face when they have to learn from home are a bad internet connection.

This previous research related to the current research because both of them discuss about environmental condition that will affect students' intrinsic and extrinsic learning motivation and the focuses of the two researches are English Department students. The difference between the previous

and the current research is that the previous research focused more on students' learning motivation during covid-19 which used online learning. In the previous research did not mention any factor such as age, sex/gender/language aptitude that can influence the students' motivation, it more focused on the condition of the class rather than socio-cultural backgrounds of the students.

The last research by Meta Keumala and others under the title: *The Influence of Socio Cultural Educational Background on EFL Learners' Motivation* (2019). The objective of this research is to examine the socio-cultural and academic factors that influence the learners' motivation in English as EFL learning among post-graduate students of English Department of Syiah Kuala University, Aceh, Indonesia. The result showed that sociocultural and academic background showed affect positively on EFL learners' motivation in EFL learning. Students who are in collectivistic culture (60%) carried traditional thinking in facing new culture during the EFL learning process while the rest of the students who are in the part of individualistic culture (40%) tend to react positively in experiencing new culture. Furthermore, academic background also has impacted the learners' motivation. It revealed that the

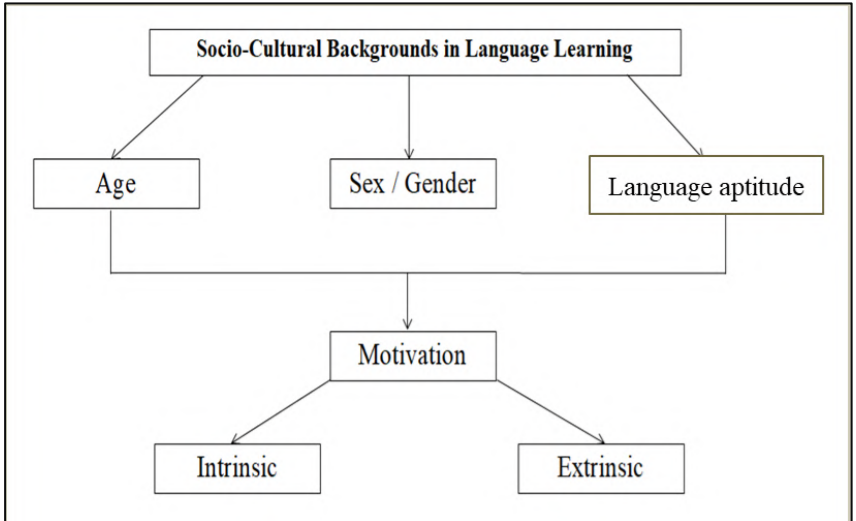
students' previous education led to (70%) their learning accomplishment⁴⁴.

Both research focused on socio-cultural backgrounds but there is slightly differences in both research. The previous research particularly focused on educational background meanwhile the current research more focused on social connection, how the environment, sex/gender and age can influence EFL motivation. Aside from that, the instrument of the previous research only use a questionnaire to gather the data, meanwhile in current research the researcher use a questionnaire and interview to collect the data. The previous research and current research also have similarities. The previous research mentioned the individualism and collectivism and the current research also focused on that aspects (close-minded and open-minded person).

⁴⁴ Meta and others.

C. Conceptual Framework

Table 1: Conceptual Framework⁴⁵



The conceptual framework for this research based on Carol Sansone and Judith M. Harackiewicz. In their book, they stated that intrinsic and extrinsic motivation influence by Age, individual's identity (sex), social identity (female or male), and universal needs of competence (knowledge). According on that statement, the researcher decided to use it as a theoretical framework to prove whether the statement really affects students' motivation in learning something or not, especially in learning English. Age, sex/gender, and language aptitude

⁴⁵ Judith and Carol. Pg. 320-325

is part of the socio-cultural backgrounds in language learning process that can influence EFL learners' motivation and because of that the researcher interested to find out how these factors influence EFL motivation. This research focused on the 3rd semester students of English Education Department at UIN Walisongo Semarang. The researcher will analyse the socio-cultural backgrounds of the 3rd semester students of ELT at UIN Walisongo Semarang. After that, the researcher will investigate how the socio-cultural backgrounds influence the students' motivation.

CHAPTER III

RESEARCH METHOD

This chapter contains of research design, research setting, participants, source of data, research focus, the data collection techniques and the instruments, data analysis techniques and the validity test.

A. Research Design

There are two definitions of research design: broad and narrow. In a broad sense, research design refers to all of the processes involved in planning and carrying out analysis, whereas in a narrow sense, research design refers to an obvious description of the relationship between variables, data collection, and data analysis. With a suitable design, both scientists and other people who read it can get an overview of the researcher's research⁴⁶.

The researcher used descriptive qualitative research in this study, which that focused on the influence of socio-cultural background on EFL learners' motivation. The purpose of qualitative research is to seek

⁴⁶ Williams Carrie, 'Research Methods', *Journal of Business and Economic Research*, 5.3 (2007), 65–72.

a deep understanding of a phenomenon, fact, or reality. The research method is considered as a scientific activity that is driven out in stages beginning with controlling the topic, gathering data, and analysing data, thereafter an understanding and knowledge of a specific topic, symptom, or issue is obtained. It described the qualitative research method as an approach to explore and understand a central phenomenon. Information gathered from participants is mostly in the set of words or text. Then analyse the data or refined it into a statement or description⁴⁷.

In order to achieve research objectives, this study uses a qualitative research. The goal of the qualitative aspects are to describe the socio-cultural background of the second student semester of EFL Department at UIN Walisongo Semarang and to explain the influence on socio-cultural background to the EFL learners' motivation.

B. Research Setting

This Research was conducted at UIN Walisongo Semarang, which is located at Jalan Walisongo,

⁴⁷ Gay R L, E. Mills Geoffrey, and Airasian Peter, *Educational Research: Competencies for Analysis and Applications*, ed. by W. Jeffery Johnston, 10th edn (New Jersey: Pearson Education, Inc., 2012).pg.399

Tambakaji, Ngaliyan, Semarang, Central Java on November, 11-25th 2021. The research was carried out through online media, google form and Whatsapp Application.

C. Participants

The researcher considered the 3rd semester students was the appropriate object since they have gotten the basic knowledge of English on the 1st semester or from their previous education. There will be a reason why they chose to enter UIN Walisongo as ELT student, the researcher consider that those reasons can lead to their motivation in learning English as EFL learners. It is obvious that the 3rd semester students have experienced the learning process of English in their 1st semester.

The researcher looked at the results of filling out the questionnaire to find out the socio-cultural background of the participants. There were 50 participants for the questionnaire session and 10 students that participate in interview session. The researcher interviewed some of the participants to find out how the socio-cultural backgrounds influence their motivation in learning English.

D. Source of Data

In qualitative research, there are two types of data; Primary data and Secondary data. Primary data is the source where the data is generated. Primary data is the data that forms the basis of research. This data results from observations, questionnaires, or interviews with the respondents. Secondary data is the data that the researcher obtained outside the results of observations, interviews, and questionnaires. Secondary data comes from outside the primary data sources⁴⁸.

In this research, the researcher used questionnaire and interview as the primary data. For the secondary data, the researcher obtained from the previous research, book, and journals related to the research.

E. Research Focus

This research focused on the socio-cultural backgrounds of the 3rd semester students of English Education Department at UIN walisono and explaining how the socio-cultural backgrounds influence their motivation in learning English as EFL learners.

⁴⁸ Victor Oluwatosin Ajayi, 'Primary Sources of Data and Secondary Sources of Data', September, 2017, 1–6
<https://www.researchgate.net/publication/320010397_Primary_Sources_of_Data_and_Secondary_Sources_of_Data>.

F. Technique of Data Collection

The data collected in order to obtain insights in understanding the phenomenon⁴⁹. In this research the researcher used questionnaire and interview as the method of collecting the data. A questionnaire consists of a set of questions or other types of prompts that aims to collect information from participants. An interview is an interaction between one person to another in order to obtain particular answers about their experiences and feelings⁵⁰.

The following steps to collect the data:

1) Questionnaire

Questionnaires are a form of a tool used to bridge researchers with respondents in achieving data collection objectives. Questionnaires are used to obtain information that has reliability and validity. A questionnaire consists of a set of questions or other types of prompts that aims to collect information from participants. The researcher used a close-ended questionnaire. The close-ended questionnaire is Likert Scale Multiple Choice

⁴⁹ L, Geoffrey, and Peter.pg. 381

⁵⁰ L, Geoffrey, and Peter.pg. 386

Questions⁵¹. It typically range of statements related to distinctive target. The target will respond ranging from “strongly agree” to “strongly disagree”. After the ranging of the responds has been administrated, the researcher could assign a number for scoring purposes.

The researcher distributes the questionnaire to the 3rd semester students of ELT Department at UIN Walisongo Semarang. The obtained data will be used for responding the research question number one related to the socio-cultural background that arises in the 3rd semester students.

2) Interview

Interview is a shape of direct communication between a researcher and participants in a form of questions and answers. Interview is a method of collecting information directly from other people by asking questions related to research.⁵²

There are two types of interviews. The first is a structured interview. In this interview, the researcher

⁵¹ Dornyei Zoltan and Taguchi Tatsuya, *2nd Edition Questionnaires in Second Language Research Construction, Administration, and Processing*, 2nd edn (Taylor & Francis e-Library, 2009).

⁵² Asra Abuzar, Irawan Puguh, and Purwoto Agus, *Metode Penelitian Survei*, ed. by Asra Abuzar and Irawan Puguh, 1st edn (Bogor: In Media, 2014).pg.107

asks questions with the same sentences and sequence of questions with closed-question answer choices (yes or no question). The second is an unstructured interview. In this interview, the researcher asks open questions. The respondent freely answers the question and is spontaneous.⁵³

The researcher conducted the unstructured interview with the type of question was an open-questions, it related to how the socio-cultural backgrounds influence the 3rd semester students' motivation on EFL learning process. Open-questions interviews were used to discover problems more clearly where interviewees are sought for their opinions and ideas. This type of interview is more adaptable than a structured interview in which the responses to the questions are pre-planned. By using this interview, participants may more easily communicate their thoughts and ideas in response to the interviewer's questions. The collected data will be utilized to answer the second study question, that is about what are the socio-cultural backgrounds influences EFL learners' motivation.

⁵³ Abuzar, Puguh, and Agus. Pg.108

G. INSTRUMENTS

These are the instruments is a tool used to measure the observed natural and social phenomena. The instruments used in this research are questionnaire and interview.

1. Questionnaire

The questionnaire goal is to find out the socio-cultural backgrounds of the students. The researcher provided 15 questions in the form of a closed-questionnaire via a Google form. The participants can fill in the questionnaire online. The time and condition is more flexible for them because they can fill in the questionnaire anytime and anywhere as long as their phone connected to the internet. Because of COVID-19, which has not completely disappeared, the limitation on the number of students attending class is still limited. Only half of the total number of students can carry out lecture activities. The researcher decided to distribute the questionnaire via Google form because it has the least opportunities to interfere with the third-semester student's learning activity.

In this research the researcher used a Likert Scale. It is one type of measurement scale method used to measure attitudes, opinions, and perceptions of a person or group of people towards a certain phenomenon⁵⁴. The questionnaire used a likert scale 1-5 as follows:

Percentage Interval	Categories	Statement	Score
81%-100%	Good	Strongly Agree (SA)	5
61%-80%	Good Enough	Agree (A)	4
41%-60%	Enough	Neutral (N)	3
21%-40%	Not Enough	Disagree (D)	2
0%-20%	Not Good Enough	Strongly Disagree (SD)	1

Table 2: Likert Scale Rating⁵⁵

2. Interview

In interviews, the researchers chose individual-to-individual interviews. This is a one-on-one interview done between two people. The researcher used this instrument to obtain the data about what are the socio-cultural backgrounds of the students that can influence

⁵⁴ Abuzar, Puguh, and Agus.pg.137

⁵⁵ Abuzar, Puguh, and Agus.pg. 138

their motivation. The interview was carried out via Whatsapp messages. The researcher conducted a semi-structured interview about what are the socio-cultural backgrounds could influence their motivation in learning English. The participants were selected randomly.

H. Method of Analyzing Data

After the data collection has been compiled, the next step is to perform a data analysis. The data collection for qualitative study generally based on observation, interviews, documents, and artifact. Such data require some time and types of processing. For example; audio recordings need to be transcribed and corrected, videos need to be recorded and analyzed. Thus, the complexity of qualitative data could be simplified by the researcher after a lot of analysis processes.⁵⁶

In this research, the analysis of the data will be carried out by these three sequence process:

a. Data Condensation

This activity refers to selecting the data collection that has been collected. The researcher need to reduce a

⁵⁶ Miles B. Mathew, Huberman Michael, and Saldana Jhonny, *Qualitative Data Analysis a Methods Soucebook*, 3rd edn (Arizona: SAGE Publications, Inc., 2014).

lot of data obtained from the field such as writing summaries, coding and notes analytic in order to determine the focus of the problem. The unnecessary data can be separated and thus make the data stronger.⁵⁷

The researcher selected the data from questionnaires and interviews. There are 51 responses to the questionnaire, but the researcher only took 50 responses. After that, the researcher separated the class of the student from A-C in order to make it organized. After the total number of participants is obtained, the researcher decides the total amount for the interview participants.

b. Data Display

Human could make wrong, hasty, partial, and unfounded conclusions, to avoid that, data display has to be done⁵⁸. The display or data presentation can be realized as matrix, graph, network, table, or chart as a guide for information about what is happening. The data is according to what is learned. The appearance of the questionnaire data will display in tabular and chart form. In the table, the researcher has calculated the total score and percentage for each question, after that the

⁵⁷ Mathew, Michael, and Jhonny. Pg. 31

⁵⁸ Mathew, Michael, and Jhonny. Pg. 32

percentage in each question is calculated on average to find out the category obtained in each aspect. Percentage calculation is done using the following formula:

$$\text{Percentage} = \frac{\text{Score Value}}{\text{Total Score}} \times 100 \% \quad ^{59}$$

In the appearance of interview data, the researcher displays all the questions-answers from the participants into a dialogue narration, and at the end of the dialogues, the researcher makes a conclusion based on the participants' answers.

c. Drawing and Verifying Conclusions

After data condensation and data display have been done, the researcher has to write the conclusion. The conclusion could be states as the result of the study. In conclusion, the research questions in previous chapter finally found the answer⁶⁰.

In this research, to draw the conclusions from questionnaire, the researcher calculates the frequencies of each item of the questions so that it can produce a final amount of the frequencies, which one of the item has a maximal score and minimum score. To draw the

⁵⁹ Rohana Yusoff and Roziah Mohd Janor, 'Generation of An Interval Metric Scale to Measure Attitude', *SAGE Open*, 4.1 (2014).

⁶⁰ Mathew, Michael, and Jhonny. Pg. 33

conclusions from interview, the researcher looked for most answers given by the participants and then determines the outline from the answers.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the research findings and the discussions. The research findings, the discussions, and the interpretation of the data answer the research questions which had been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problems and elaborate the findings with the existing theory.

A. Research Finding

The research findings provide for the research questions which are describing the socio-cultural background of the 3rd semester students of English Education Department at UIN Walisongo Semarang and the second findings explain what are the socio-cultural backgrounds influence their motivation in learning English.

1. Questionnaire Findings

The research findings provide the research questions which are describing the socio-cultural backgrounds of the students and also describing the EFL learners' socio-cultural backgrounds. The questionnaire was filled in via a google form, with 69 3rd semester

students majoring in English education, there were 51 students who had filled in the questionnaire but the researcher only used 50 students' response to process the data. The reason of this matter was because the last participant who filled in the questionnaire is outdated.

The questionnaire consists of 15 statements about socio-cultural backgrounds. The researcher provides two tabular forms to display the collected data below. The *Table 3* will represent the result of 15 statements in the questionnaire meanwhile the *Table 4* will represent the total score that each participant obtained after they answers the questionnaire.

Table 3: The Result of Each Item Statements in Questionnaire

No. Stat ement	FREQUENCY					TOT AL SCO RE	Overall %	% AVERAG E
	5	4	3	2	1			
	SA	A	N	D	SD			
1	36	3	1	3	7	208	83,2	62 %
2	8	2	1	6	33	96	38,4	
3	1	1	1	19	28	78	31,2	
4	2	4	1	12	31	84	33,6	
5	33	11	2	1	3	220	88	
6	1	0	0	11	38	65	26	
7	38	10	0	0	2	232	92,8	
8	41	8	0	0	1	238	95,2	
9	0	1	0	12	37	65	26	
10	0	8	36	4	2	150	60	
11	6	20	18	5	1	175	70	

12	22	20	8	0	0	214	85,6
13	7	27	16	0	0	191	76,4
14	0	9	34	6	1	151	60,4
15	0	18	28	2	0	170	68

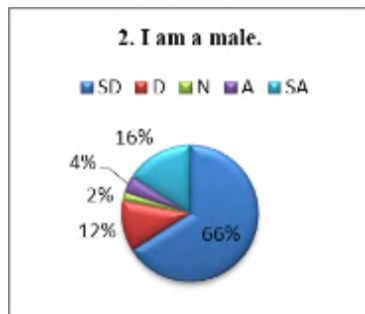
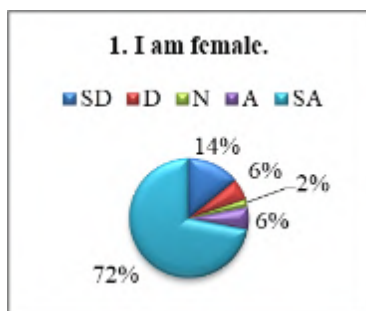
Table 4 : The Result of Total Participants' Answers in the Questionnaire

P1	Total Score	Max. Score	Percent %	%average
P2	50	75	66,7	62 %
P3	50	75	66,7	
P4	50	75	66,7	
P5	46	75	61,3	
P6	57	75	76,0	
P7	44	75	58,7	
P8	46	75	61,3	
P9	49	75	65,3	
P10	45	75	60,0	
P11	44	75	58,7	
P12	44	75	58,7	
P13	46	75	61,3	
P14	47	75	62,7	
P15	48	75	64,0	
P16	44	75	58,7	
P17	45	75	60,0	
P18	43	75	57,3	
P19	44	75	58,7	

P20	48	75	64,0
P21	48	75	64,0
P22	50	75	66,7
P23	44	75	58,7
P24	50	75	66,7
P25	50	75	66,7
P26	44	75	58,7
P27	47	75	62,7
P28	50	75	66,7
P29	48	75	64,0
P30	44	75	58,7
P31	41	75	54,7
P32	50	75	66,7
P33	42	75	56,0
P34	50	75	66,7
P35	46	75	61,3
P36	45	75	60,0
P37	49	75	65,3
P38	47	75	62,7
P39	47	75	62,7
P40	50	75	66,7
P41	46	75	61,3
P42	46	75	61,3
P43	40	75	53,3
P44	46	75	61,3
P45	51	75	68,0
P46	47	75	62,7
P47	45	75	60,0
P48	45	75	60,0
P49	45	75	60,0
P50	44	75	58,7

Description:
P = Participant

Chart 1: The overall item questions or statement



5. I am more than 18th-year-old

■ SD ■ D ■ N ■ A ■ SA



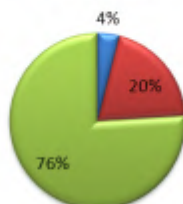
6. I have graduated from Vocational High School (SMK)

■ SD ■ D ■ SA



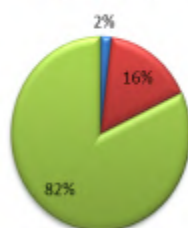
7. I Have Graduated from Senior High School (SMA/MA/MAN)

■ SD ■ A ■ SA



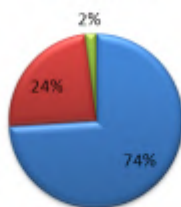
8. I Come From Java Island

■ SD ■ A ■ SA



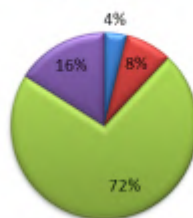
9. I Come from outside of the Java Island

■ SD ■ D ■ A



10. My Vocabulary Mastery is Good

■ SD ■ D ■ N ■ A



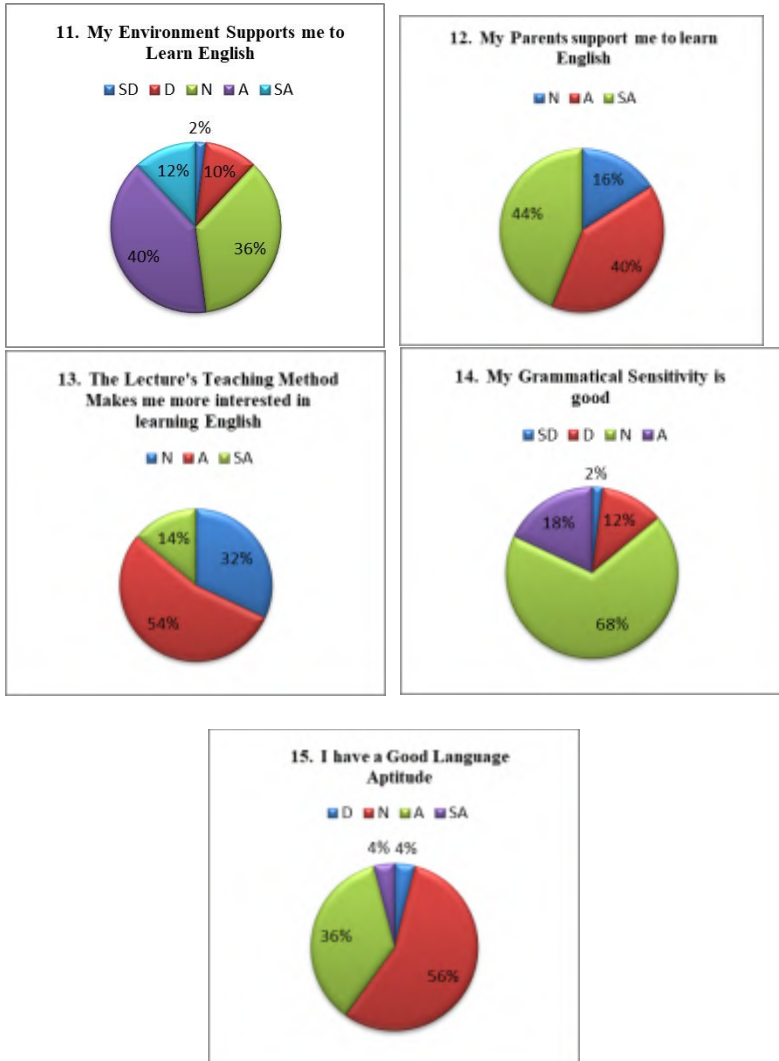


Table 3 displays the number of statements in the questionnaire and Table 4 displays the total score earned by each respondent who completed the questionnaire. The total average

percent in *Table 3* is 62 %, whereas the percent average in table 4 is also 62%. This shows the number of respondents who completed the questionnaire is around 50 persons. In *Table 3*, there are 15 statements that represented the questionnaire. The frequency column in the *Table 3* represented the amount of the respondent who answers the statement. When the values in the column frequency are added together, it represents the number of persons who responded to the questionnaire which is 50 people.

In the *Table 4*, it represented the total score that the participants earned after they answer 15 statements in the questionnaire. The name list of the participants can be seen in appendix III.

A. The Analysis of Socio-Cultural Backgrounds of the 3rd semester students at UIN Walisongo Semarang.

To find out the socio-cultural background of the students, the researcher divided the statements into 3 aspects, those are:

a. Socio-cultural background

In the first aspects is socio-cultural background, there are 15 statements that researcher put in the questionnaire, those are:

1) *I am a female*

This statement needed to determine the gender and sex of the participants. Based on the research, females seem to be better at memorizing complex form of language and have semantic skill to grasp the understanding of the imperative skill in language than males. If the amount of the female in this participants higher than the males, it will increase the number of the intrinsic motivation.

I am Female				
		Frequency	Percent	Overall percentage
Valid	SD	7	14.0	83,2 %
	D	3	6.0	
	N	1	2.0	
	A	3	6.0	
	SA	36	72.0	
	Total	50	100.0	

Table 2. 1: Question 1

The result of the participants' answers related to the first statement is Strongly Agree (SA) 72%, Agree (A) 6%, Neutral (N) 2%, Disagree (D) 6%, and Strongly Disagree (SD) 14%. Based on these results, the approximately participants are females. It can be concluded from the total of the SA and A (78%).

2) *I am a male*

This statement has the same purpose with the first statement. If the average of the participants truly females, SD and D will have the same number when we sum it. These are the result of the answer:

I am Male				
		Frequency	Percent	Overall Percentage
Valid	SD	33	66.0	38,4 %
	D	6	12.0	
	N	1	2.0	
	A	2	4.0	
	SA	8	16.0	
	Total	50	100.0	

Table 2. 2: Question 2

From the table 2.2, it revealed that Strongly Agree (SA) 16%, Agree (A) 4%, Neutral (N) 2%, Disagree (D) 12%, and Strongly Agree (SD) 66%. SD and D indicate the total amount of the female (78%). It has the same total of the answer with the first statement. It means there are fewer males than females.

3) *I am a 17th years-old*

To find out the average age of the participants this statement is needed.

I am a 17th years-old

		Frequency	Percent	Overall Percentage
Valid	SD	28	56.0	31,2 %
	D	19	38.0	
	N	1	2.0	
	A	1	2.0	
	SA	1	2.0	
	Total	50	100.0	

Table 2. 3: Question 3

Based on the table 2.3, the data showed that the answers are strongly Agree (SA) 2%, Agree (A) 2%, Neutral (N) 2%, Disagree (D) 38%, and Strongly Disagree (SD) 56%. According to the frequency, It can be concluded the average age of the participants is not 17th years old.

4) *I am an 18th years-old*

The researcher put this statement on the questionnaire in order to find out the average age of the participants because from the previous statement the researcher didn't find the correct answer and to make sure the average age of the participants decided to take the age range from 17th years-old to more than 18th-years old. Here is the result:

I am an 18th years-old

		Frequency	Percent	Overall Percentage
Valid	SD	31	62.0	33,6 %
	D	12	24.0	
	N	1	2.0	
	A	4	8.0	
	SA	2	4.0	
	Total	50	100.0	

Table 2. 4: Question 4

Based on the table 2.4, it revealed that Strongly Agree (SA) 4%, Agree (A) 8%, Neutral (N) 2%, Disagree (D) 24%, and Strongly Disagree (SD) 62%. It means the average age of the participants is not 18th years-old because the number of strongly agree is lower than the strongly disagree. The frequencies of the participants showed more than 40 participants were not 18th year-old.

5) I am more than 18th years-old

I am more than 18th years-old

		Frequency	Percent	Overall Percentage
Valid	SD	3	6.0	88 %
	D	1	2.0	
	N	2	4.0	
	A	11	22.0	
	SA	33	66.0	

Total	50	100.0	
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Table 2. 5: Question 5

Based on the table 2.5, it showed the results of the respondents' answer related to this statement are 33 Strongly Agree (SA), 11 Agree (A), 2 Neutral (N), 1 Disagree (D), 3 Strongly Disagree (SD). According to the table 2.5, the percent number of Strongly agree are 66% and Agree are 22%, that means the average age of the participants were more than 18th years-old.

6) *I have graduated from vocational high school (SMK)*

The previous education will also influence the EFL learner's in learning English.

		I have graduated from Vocational High School (SMK)		
		Frequency	Percent	Overall percentage
Valid	SD	38	76.0	26 %
	D	11	22.0	
	SA	1	2.0	
	Total	50	100.0	

Table 2. 6: Question 6

The data showed that the frequency of the answer are 1 Strongly Agree (SA), 11 Disagree (D), and 38 Strongly Disagree (SD). It means that the average previous education of the participants is not graduated from vocational high school because there

were more than 40 participants Disagree and Strongly Disagree with this statement.

7) *I have graduated from senior high school (SMA/MA/MAN)*

The researcher provided two statements related to the previous education questions. In Indonesia, it is widely known that there are two types of formal education for the students range 15th – 17th years old namely senior high school and vocational high school (SMA/MA sederajat dan SMK). Here are the results of the second statements for the previous education:

I have graduated from senior high school (SMA/MA/MAN)				
		Frequency	Percent	Overall Percentage
Valid	SD	2	4.0	92,8 %
	A	10	20.0	
	SA	38	76.0	
	Total	50	100.0	

Table 2. 7: Question 7

Based on the table 2.7, the result of the participants' answer are Strongly Agree (SA) 76%, Agree (A) 20%, and Strongly Disagree (SD) 2%. It can be concluded that the average previous education of the participant is graduated from senior high school

because more than 90% of the participants are Strongly Agree (SA) and Agree (A) with this statement.

8) *I come from Java Island*

In Indonesia there are so many regional languages due to the different geographical location. The dialect and accent for each region was also different. The first language acquired will help us to learn the second language or the foreign language. If the average number of the participants came from the same geographical location, they will feel at ease when they learn different language because when they don't know how to convey the language in English they can deliver it Bahasa Indonesia or their regional language for a better understanding. Here are the results:

I come from Java Island				
		Frequency	Percent	Overall Percentage
Valid	SD	1	2.0	95,2 %
	A	8	16.0	
	SA	41	82.0	
	Total	50	100.0	

Table 2. 8: Question 8

Based on the data on table 2.8, the answer of the participants are Strongly Agree (SA) 82%, Agree

(A) 16%, and Strongly Disagree (SD) 2%. It can draw the conclusion that the average of the place origin of the students are from Java Island because more than 80% students Strongly Agree and Agree with this statement.

9. *I come from outside of the Java Island*

This statement also related to the previous statements. The results of the statement are:

I come from outside of the Java Island				
		Frequency	Percent	Overall percentage
Valid	SD	37	74.0	26 %
	D	12	24.0	
	A	1	2.0	
	Total	50	100.0	

Table 2. 9: Question 9

Based on the table 2.9, it can be identified that the answers of the participants are Agree (A) 2%, Disagree (D) 12%, and Strongly Disagree (SD) 74%. The frequency of the data showed that only 1 participants Agree that they are from outside of the Java Island. According to the statement number 8 and 9, it can be concluded that the average participants came from Java Island.

10. *My vocabulary mastery is good*

This statement related to the students' language aptitude. If the average participants have a good vocabulary mastery it will increase their intrinsic motivation in learning English because they are confident in their ability to mastery the vocabulary.

My vocabulary mastery is good				
		Frequency	Percent	Overall percentage
Valid	SD	2	4.0	60 %
	D	4	8.0	
	N	36	72.0	
	A	8	16.0	
	Total	50	100.0	

Table 2. 10: Question 10

Based on the data above, the results of the participants' answer regarding the tenth statement are, Strongly Disagree (SD) 4%, Disagree (D) 8%, Neutral (N) 36%, and Agree (A) 16%. The frequencies are Strongly Disagree (SD) 2 participants, 4 Disagree (D), 36 Neutral (N), and 8 Agree (A). That means, the participants stated that their vocabulary mastery is enough.

11. My environments supports me to learn English

This statement related to how the participants environments support them in learning English.

My Environment Supports me to Learn English				
		Frequency	Percent	Overall percentage
Valid	SD	1	2.0	70 %
	D	5	10.0	
	N	18	36.0	
	A	20	40.0	
	SA	6	12.0	
	Total	50	100.0	

Table 2. 11: Question 11

The results of the answers for this statement are Strongly Disagree (SD) 2%, Disagree (D) 10 %, Neutral (N) 36%, Agree (A) 40%, and Strongly Agree (SA) 12%. Based on these results, it can be concluded that the participants' environments were enough in support them to learn English.

12. *My parents support me to learn English*

My Parents support me to learn English				
		Frequency	Percent	Overall percentage
Valid	N	8	16.0	85,5 %
	A	20	40.0	
	SA	22	44.0	
	Total	50	100.0	

Table 2. 12: Question 12

The answers' of the participants related to this statement are Strongly Agree (SA) 44%, Agree (A) 40%, and Neutral (N) 16%. The frequencies for this

statement showed that more than half of the total participants Strongly Agree (SA) and Agree (A). it means the participants' parent supported them to learn English.

13. The lecturer's teaching method makes me more interested in learning English

One of the things that related to language aptitude is the method that the lecturer used when they teach their students. If the students enjoyed the lecturer's teaching method, it will improve their language process.

The Lecture's Teaching Method Makes me more interested in learning English				
		Frequency	Percent	Overall percentage
Valid	N	16	32.0	76,4 %
	A	27	54.0	
	SA	7	14.0	
	Total	50	100.0	

Table 2. 13: Question 13

In table 2.13 showed that the participants are Strongly Agree (SA) 14%, Agree (A) 54%, and Neutral (N) 32%. The frequency column showed more than half of the total participants Strongly Agree and Agree with this statement. It can be concluded that the

lecturer's teaching method makes them more interested in learning English.

14. My grammatical sensitivity is good

My Grammatical Sensitivity is good				
		Frequency	Percent	Overall percentage
Valid	SD	1	2.0	60,4 %
	D	6	12.0	
	N	34	68.0	
	A	9	18.0	
	Total	50	100.0	

Table 2. 14: Question 14

Based on table 2.14 it revealed that the participants are Strongly Disagree (SD) 2%, Disagree (D) 12%, Neutral (N) 68%, and Agree (A) 18%. It can be summarize that the grammatical sensitivity of the participants is enough because the average participants chose Neutral for they answer related to this statement.

15. I have a good language aptitude

I have a Good Language Aptitude				
		Frequency	Percent	Overall percentage
Valid	D	2	4.0	68 %
	N	28	56.0	
	A	18	36.0	
	SA	2	4.0	
	Total	50	100.0	

Table 2. 15: Question 15

The result of the participants' answer related to this statement is Disagree (D) 4%, Neutral (N) 56%, Agree 36%, and Strongly Agree (SA) 4%. The overall percentage for this statement is 68%. Based on these result, it can be summarize that the category for this statement is good enough and it also showed more than half of the participants stated that they were neutral for this statement.

The questionnaire findings showed that the average participants of this research are females (78%), males (20%) and Neutral (2%). The participants consist of 18th year-old (12%) and more than 18th year-old (88%). The previous education of the participants graduated is vocational high school (2%) and senior high school (98%). They were come from Java Island (98%) and outside of the Java Island (2%). The average of the language aptitude is 62%, it is indicated that the language aptitude of the students are good enough.

2. Interview Findings

The findings of the interview are to find out what are the socio-cultural backgrounds influence the students' motivation in learning English. The interview was conducted via whatsapp chat

with 10 students as the participants. After decided the participants, the researcher text them one by one. In the Interviews session consists of 5 females and 5 males and they are randomly 18 years-old or more than 18 years old. The researcher decided to take the same number participants in interviews session to find out what are the socio-cultural backgrounds that influence their motivation in learning English.

These are the result of the interview:

1) Noor Mirza Nellya

Initial : NMN

Interviewer: *What do you think about English?*

NMN : In my opinion, English is an important language. because it is an international language, and is widely used/needed in the world of work. This is also our access to being able to communicate with people abroad or if we want to go abroad for travelling or business journey we communicate / ask something so we don't get lost in our traveling.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

NMN : I like English. I'm interested in how people speak English fluently like native speaker. It's so extraordinary.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

NMN : I think yes. because, not only i have good friends who like to help when I have a problem in a lesson, I also live in an environment that uses English and Arabic in daily conversation. so it can increase my knowledge in English, especially vocabulary. and also the most important is supporting from my parents who always give me motivation and enthusiasm when I feel the wrong choosing major / difficulty in doing assignments or the others.

Interviewer: *What are the difficulties that you found when you learn English?*

NMN : Maybe in vocabulary and pronunciation

Interviewer: *How many times do you need to memorize vocabulary, word, or sentences in learning English?*

NMN : Maybe one day for 10 vocabulary, because i have so many activity & additional boarding activity. So, I just have limited time for memorize vocabulary.

Interviewer: *What is your dream?*

NMN : Yes. I want to be an English tutor and also want to be an ambassador. I want to go around the world. Learning a lot from the various countries that I visited.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

NMN : Yes, they did. Because my lecturer is not use just one method, so the students aren't bored.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

NMN : In the first time, I'm not confident, but if have long time, i feel just so so. And yes, i feel proud if my presentation is success.

Interviewer : *Are you an open-minded person or a close minded person?*

NMN : I think I am an open minded person. But I can't take all cultures for granted. It all depends on whether it's good or bad, if it's good then I will be able to accept that culture and vice versa.

Interviewer: *What is your biggest motivation in learning English?*

NMN : I want to go around the world with my parents. And making them proud of me.

2) Dewi Arum Jamilya

Initial : DAJ

Interviewer: *What do you think about English?*

DAJ : In my opinion, English is an interesting language to learn. We can and need ability to mastering this language because it is very important and useful in life especially to apply in a company. I was interested in English since elementary school because I think it is fun and my passion is here. Since that I was motivated to be a Teacher or English lecture.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

DAJ : Because my dream is to be English teacher, but that is not the main reason. The main reason is I want to improve my language skill and want to study abroad. That's what I think when choose this major.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

DAJ : Yes, I think encouragement from environment really gives effect on language development. Actually, I don't get it from college but from my boarding school (I mean boarding place when I join

it after became a college students) then I feel different effect when people in environment also speak using language we will motivate to speak in English. It's like a reflex when somebody greets you by using English then you answer it by English and the conversation become long and fun. Even we are not fluent but it will give big effect.

Interviewer: *What are the difficulties that you found when you learn English?*

DAJ : In my opinion, the classic matter when learn English is grammar. That also happens to me. Even my major is English but it does not mean that I great in grammar. I need learn more about it. Because my habit is speak directly, if you can speak and convey your mind to speaker and speaker can understand it. It's no problem. But to be honest, when I am writing, I need to extra think before write down my idea on a paper because I have to think what I will write, it is a simple past, simple present, past continuous, or etc.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentences in English?*

DAJ : I can remember 10-15 vocabulary in 10 minutes. Usually I use some gesture that describe a word

so I can remember it faster. I can remember faster if the vocabulary is common use in daily activity.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

DAJ : Yes, because lecture can explain material using English. I think it is wow and makes me want to learn English more and fluent

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

DAJ : Actually, I am a nervous person. I was learn presentation in English since in vocational high school but I don't know why I still have that feeling when presentation. At the first time to speak I am no confident but when continue then I can enjoy and handle the presentation. But I have a bad habit that I always speak too fast in presentation; I think I need more practice to make my presentation skill be better.

Interviewer: *Are you an open-minded person or a close-minded person?*

DAJ : I am an open mind person because I realized that there are a lot differences in world. We also can find all of them in our environment so I think it doesn't matter. Every place have their own

culture that what makes them different. The differences are gift from God. But we have too smart to filter all the culture that we received. Because not all of them suites with our culture and habit.

Interviewer: *What is your biggest motivation?*

DAJ : The biggest motivation for learning English is want to mastering English, use it to study abroad, teach another person.

3) **Yasifa Quroqotul Zulfa**

Initial : YQZ

Interviewer: *What do you think about English?*

YQZ : I think English is an important language to learn today

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

YQZ : Because I do love learning English since I was junior high school, i enjoyed and felt so grateful learning English today.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

YQZ : Ya, I think my current environment and circumstances are very supportive.

Interviewer: *What are the difficulties that you found when you learn English?*

YQZ : I think I struggle when I hear non-native speakers speak English, because it sounds less obvious, but I hear more clearly when native speakers speak English, it's sound more easy listening for me. I think because accents from non-natives are more complex and sometimes sound different.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in learning English?*

YQZ : Emm I don't know for sure actually, bcs I learn English for at least 5 minutes a day through a mobile app, so I can memorize it myself because it's repeated and learned almost every day.

Interviewer: *What is your dream? Is your dream related to English?*

YQZ : Of course, even if I'm in education major, I dream of becoming a translator in the future.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

YQZ : I don't think so, because I belong to 'student as audiovisual learners', so I think if lecturers just give material by speaking in front of the class it

feels very boring, but now it gets better because in UINWS have 'smart classes' now and I'm a little more interested.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

YQZ : Actually, it's one of my weaknesses, I sometimes get nervous when I speak English in front of my classmates, I don't know why, but it feels normal when I talk casually to my roommate. So, tbh I'm soo weak in speaking.

Interviewer: *Are you an open-minded person or a close-minded person?*

YQZ : I think I'm an open-minded person, in my humble opinion.

Interviewer: *what is your biggest motivation?*

YQZ : My dream. Because I want to make that dream become true.

4) Firda Dzikrina Istighfarani

Initial : FDI

Interviewer: *What do you think about English?*

FDI : I think English is an international language that at this time we must learn in order to keep up with world developments.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

FDI : Because I think English is interesting, and I also have a dream to go abroad, so I think learning English is the right choice for me. And with us being able to speak English there will be many benefits for the future.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

FDI : In my environment, maybe English is a new thing, so for me, who is learning English I think my environment is not very support me, because when we learn English we have to practice it a lot while in my environment no one speaks English. I find it a little difficult to learn English.

Interviewer: *What are the difficulties that you found when you learn English?*

FDI : Mostly on grammar, I think it's a little difficult for me to understand grammar and apply it when I speak, but now I'm learning grammar from sentences. And I'm still looking for the right way for me to learn grammar.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in English?*

FDI : A little long for me, but to remember the sentence I think it's easier for me. I think around 10 minutes to remember 20-30 words.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

FDI : Maybe some do, especially those who practice my speaking skills make me more interested.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

FDI : Of course, because fluently speaking English is my goal. Also speaking in front of the class with confidence is a matter of pride for me. But now I'm a little less confident with my English skills, especially when speaking in front of the class.

Interviewer: *Are you an open-minded person or a close-minded person?*

FDI : I think I'm an open-minded person, but I still have limits to apply western culture, by absorbing the good stuff.

Interviewer: *What is your biggest motivation in learning English?*

FDI : My dream to study at UBC Vancouver.

5) Faizatul Khumairotiz Zahro'

Initial : FKZ

Interviewer: *What do you think about English?*

FKZ : English is an important language, it become international language. English has a special position in 75 countries and is used in more than 100 countries.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

FKZ : I apply for this major in the first place, because I am motivated by alumni from the school and fellow missionaries of the organization, his name is Ari Irfan Fahrudin he is also the PBI study program at UINWS in 2015. And in my mind at that time is I thought at that time, maybe majoring in English Education was easy, it turns out... there are difficult and easy ones

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

FKZ : My environments and circumstances are normal. Yes, it can be called as a positive environment. But I prefer things to support me to learn English, yeah that's My Parents.

Interviewer: *What are the difficulties that you found when you learn English?*

FKZ : I think so difficulties that I find to starting to speak English and it's a bit difficult in the Grammar chapter.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in English?*

FKZ : I think so easy to memorize the vocabularies, because I'm the type of who quickly memorizes a word/sentence within seconds or minutes.

Interviewer: *what is your dream?*

FKZ : I have many dreams, including going to Pare Kediri to study English and becoming the Student English Education student at UIN Walisongo Semarang. Yes, my dream it's related... because I was able to this day, it's all because of the support of both parents, the capital of English and a desire that must be achieved.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

FKZ : Yes, for example, Mr. Nafi's class, Maam Tarwiyah, Mr. Widodo, etc. Methods that the lectures apply make me more interested in learning English.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

FKZ : Yes I'm feeling proud and confident when I can speak English fluently in front of my classmates. I feel I can pronounce every Vocabulary well. Well that's what makes me very confident.

Interviewer: *Are you an open-minded person or a close-minded person?*

FKZ : Yes, I am.

Interviewer: *What is your biggest motivation in learning English?*

FKZ : My motivation, I want my knowledge to be beneficial for other people. Don't stop until your success.

6) Muhammad Sulthon Ubaidi

Initial : MSU

Interviewer: What do you think about English?

MSU : In my opinion, English is an international language, a means of communication from around the world.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

MSU : Because I think learning English is fun and exciting.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

MSU : In my opinion, my environment is not very supportive in learning English, I must take the initiative to learn on my own and full of enthusiasm.

Interviewer: *What are the difficulties that you found when you learn English?*

MSU : Maybe what I found so far, listening and pronunciation.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in English?*

MSU : Depending on the amount of vocabulary I memorized, maybe three days I could get 7-10 words.

Interviewer: *what is your dream?*

MSU : Yes, related, but sorry I can't mention my dream

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

MSU : In my opinion, less interesting and a bit boring, there should be some time to make games or study outside.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

MSU : Yes, I feel my own happiness and feel confident even if what is said is right or wrong.

Interviewer: *Are you an open-minded person or a close-minded person?*

MSU : I'm a closed person, because I'm a religious person who has rules in everyday life.

Interviewer: *What is your biggest motivation in learning English?*

MSU : There are achievements that I need to achieve and that requires learning English.

7) Rihan Faktor Rahmansyah

Initial : RFR

Interviewer: *What do you think about English?*

RFR : According to me, English is global language, so that English is very important thing. Especially for student who have dream to continue their study abroad.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

RFR : Of course because I enjoy when I can speak English and I think someone who speak English look very cool. And that's all contain in this major, in this major not only can improve my English skill, but also in this major I can know how to teach English correctly.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

RFR : Yes of course, my environments support me to learn English.

Interviewer: *What are the difficulties that you found when you learn English?*

RFR : So far, my weakness is in my listening skill.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in English?*

RFR : Depends on how many word that I will memorize, if just a word usually 3 times, but if sentences usually I need 5-7 times to memorize them.

Interviewer: *what is your dream?*

RFR : Of course still around English. But I can't tell about my dream, let me and God who knows.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

RFR : Of course, But according to me interested or not depends on our self, so that we should make our self-interest to learning process, so that we can enjoy the learning.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

RFR : Yes of course. I feel like foreigner when I speak English

Interviewer: *Are you an open-minded person or a close-minded person?*

RFR : Depends on the content of culture. If the culture not againts with our culture, it' s okay, but, if the culture against with our culture I will avoid them.

Interviewer: *What is your biggest motivation in learning English?*

RFR : Of course my parents. They want to look me success in the future, so that I must continue struggle to reach my dream. I don't want to make them disappointed.

8) Robbi Maulana

Initial : RM

Interviewer: *What do you think about English?*

RM : In my opinion English is the world language that everyone could speak it.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

RM : Because i want to more learn about English and to be a teacher, in my mind i have to study about English on college no matter where the campus allow me.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

RM : I think my environments support me to learn English a little, because i prefer to live abroad with an English native speaker country if i can.

Interviewer: *What are the difficulties that you found when you learn English?*

RM : The difficulty i found at learn English is the grammar.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in English?*

RM : I need short time to memorize that, but sometimes i forgot it in a moment

Interviewer: *what is your dream?*

RM : My dream is just can speak English fluently include in public speaking. If in a work i want to be an English teacher and business man.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

RM : Yes, of course.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

RM : Yes i would feeling proud and confident. Because i more brave to speaking in front of my classmates than to everyone.

Interviewer: *Are you an open-minded person or a close-minded person?*

RM : Yes of course, i an open minded person would accept all about new culture as long as it's good.

Interviewer: *What is your biggest motivation in learning English?*

RM : My biggest motivation is do that i like and need, and keeping it in hand with god.

9) Muhammad Ferry Arbiyan

Initial : MFR

Interviewer: What do you think about English?

MFR : *(Menurut saya bahasa inggris merupakan sebuah bahasa yang dipelajari oleh hampir semua tempat belajar karena merupakan bahasa yang populer digunakan oleh orang orang di dunia). English is a popular language among people around the world and the entire learning place learns this language.*

Interviewer: Why did you apply for this major in the first place? What was in your mind at that time?

MFR : (*Saya memilih bahasa inggris sebagai bidang studi saya karena menurut saya bahasa inggris akan sangat berguna di kehidupan masa depan dilihat dari zaman yang semakin maju ini, saat itu yang ada dipikiran saya untuk mengambil studi bahasa inggris karena memang saya suka dengan bahasa inggris itu sendiri*). I chose English as my field of study because I think English will be very useful in my future life, judging from this increasingly advanced era, at that time what I had in mind was to study English because I really like English itself.

Interviewer: What do you think about your environments and circumstances? Do those things support you to learn English?

MFR : (*Untuk saat ini lingkungan sekitar belum sepenuhnya tertarik dengan bahasa Inggris, namun kedepannya saya masih membutuhkan bahasa Inggris karena sesuai dengan kebutuhan zaman.*). For now, the surrounding environment is not fully interested in English, but in the future, I will still need English because it is under the needs of the times.

Interviewer: What are the difficulties that you found when you learn English?

MFR : *(Kalau dari saya pribadi memang susah dalam berbahasa inggris karena dari berbagai macam yang dipelajari di bahasa inggris saya sangat kesulitan di speaking dan listening)*. Personally, it is difficult for me to speak English because of the various things I have learned in English, I have had a lot of difficulty in speaking and listening.

Interviewer: How many times do you need to memorize vocabulary, word, or sentence in English?

MFR : *(Mungkin jika kata yang dihafalkan tidak terlalu banyak mungkin tidak membutuhkan waktu yang lama, akan tetapi semakin banyak kata semakin butuh waktu yang lebih lama lagi. Jika menghafal 1-5 kata mungkin 5 menit sudah cukup bagi saya untuk menghafalnya)*. Perhaps if the memorized words are not too many it may not take long, but the more words the more time it takes. If memorizing 1-5 words maybe 5 minutes is enough for me to memorize it.

Interviewer: what is your dream?

MFR : *(Cita cita saya ingin menjadi pengusaha yang bisa memiliki jaringan nasional hingga internasional sehingga dapat memanfaatkan*

bahasa inggris yang sudah saya pelajari di bidang studi bahasa inggris ini). My goal is to become an entrepreneur who can have a national to an international network so that I can take advantage of the English that I have learned in the field of English studies.

Interviewer: Did the methods that the lecturer applies make you more interested in learning English?

MFR : *(Untuk metode yang digunakan dosen untuk penyampaiannya cukup menarik untuk membuat saya tertarik dalam belajar bahasa inggris).* The method used by the lecturer for delivery is interesting enough to make me interested in learning English.

Interviewer: Are you feeling proud and confident when you have to speak English in front of your classmates?

MFR : *(Dari segi rasa percaya diri mungkin masih kurang karena saya cukup kurang dalam melafalkan kalimat dalam bahasa Inggris, namun saya bangga jika bisa berbicara bahasa Inggris di depan teman-teman sekelas).* In terms of self-confidence, it may still lack because I am quite lacking in pronouncing sentences in English, but I

am proud if I can speak English in front of my classmates.

Interviewer: Are you an open-minded person or a close-minded person?

MFR : (*Kalau saya orang yang memiliki pemikiran yang terbuka agar dapat menerima berbagai masukan masukan dari luar hingga dapat memberikan dorongan agar kita bisa lebih maju melalui masukan yang diterima*). I am a person who has an open mind so that I can accept various inputs from outside so that I can provide encouragement so that we can move forward through the inputs received.

Interviewer: What is your biggest motivation in learning English?

MFR : (*Motivasi terbesar dalam hidup saya adalah saya ingin berguna bagi keluarga, masyarakat, dan bangsa dan Negara*). The biggest motivation in my life is that I want to be useful to my family, society, and to the nation and the country.

10) Taufiqurrahman

Initial : T

Interviewer: *What do you think about English?*

T : English is an international language. The language used to communicate with people abroad is to be understood by all countries, therefore this language has been chosen as an international language and a unifying language for countries in the world.

Interviewer: *Why did you apply for this major in the first place? What was in your mind at that time?*

T : At first I was told by my family to register at UIN Walisongo, and of the many majors here, only English Education attracted me the most because I liked learning English at that time.

Interviewer: *What do you think about your environments and circumstances? Do those things support you to learn English?*

T : Yes, besides I like learning English, my sister is also a graduate of the same major as my current major, that's what prompted me to apply for a major besides that my family environment also supports my choice to develop my interest in learning more about English language at UIN Walisongo.

Interviewer: *What are the difficulties that you found when you learn English?*

T : 1). There is vocabulary that is difficult to understand so I need to open the dictionary to find out what it means. 2). there is almost the same pronunciation in the vocabulary so it is often misunderstood when hearing other people speak.

Interviewer: *How many times do you need to memorize vocabulary, word, or sentence in English?*

T : I don't set myself up for memorizing how many vocabularies I have to memorize, but I look for things/objects that are around me that are often encountered, so that when I look back I already know the vocabulary in English, and make sentences from the words. Five minutes is enough to memorize the objects around me.

Interviewer: *What is your dream?*

T : An entrepreneur. It's surprising to see that the major I'm currently taking doesn't match my dreams. A successful entrepreneur, has cooperation with foreign people, exports goods abroad, and has companies in several foreign countries so that English is useful to make it easier to communicate with foreign people.

Interviewer: *Did the methods that the lecturer applies make you more interested in learning English?*

T : Of course yes, for example, reading, writing, listening, and speaking, speed me up to learn English and attract me to learn more about English.

Interviewer: *Are you feeling proud and confident when you have to speak English in front of your classmates?*

T : Of course, I am confident if I can speak English fluently and understand what my classmates are saying because nowadays, everyone needs to can speak English and nowadays everyone is trying to learn English, of course, I am confident and proud to have this ability not only for now but also for skill investment in the future. I am an English education student, of course, I must be able to speak English.

Interviewer: *Are you an open-minded person or a close-minded person?*

T : Of course, I must be open-minded, because when I'm closed-minded, I only accept foreign languages and cultures without filtering them so that the negative currents of the language I'm learning can carry me away. Unlike the case, when I have an open mind, I can learn, accept and filter the language and the cultures brought by

where the language comes from and accept a new culture by sorting out the good and the bad first before learning it.

Interviewer: *What is your biggest motivation in learning English?*

T : Of course my parents. I am the only son in my family, so my parents have high hopes for me. I want to do what's best for them and don't want to let them down. I want to be a successful person so I can make my parents happy. That's my biggest motivation.

From the interview above, we can conclude that socio-cultural backgrounds make their extrinsic motivation increase. Indicate by their dreams and motivations. For participants whose environment supports them to learn English, on average, their motivations and dream are connected. Those whose dreams are to study overseas, become teachers or satisfy their parents, this is the same as their motivation in learning, to pursue their dreams. The motivation of open-minded participants comes from the surrounding environment, such as parents and society. 7 out of 9 open-minded people mention their dreams specifically, while 2 out of 9 open-minded people didn't mention their dream specifically, but they said that their motivation occurs from other people such as parents and society.

As we know from questionnaires results, age and gender factors influence the socio-cultural background because the more female participants participate in the questionnaire, the higher the intrinsic motivation aspect will be than extrinsic motivation. The findings of the interview showed that, if the number of the two genders is equal, the socio-cultural backgrounds factor influence both intrinsic and extrinsic motivation. All of the participants stated that they chose English as their major for a variety of reasons, and that they want to learn more about English for reasons both internal and external factors.

B. DISCUSSION

The focused of this research are to know the socio-cultural backgrounds of the 3rd semester students of English Education Department at UIN Walisongo Semarang and to explain what are the socio-cultural backgrounds influence the students' motivation in learning English. The results obtained through a questionnaire and interview. From the findings it can be drawn the conclusion:

- 1) The socio-cultural backgrounds of the 3rd semester students of ELT Department at UIN Walisongo Semarang consist of females 78%, males 20%, and neutral 2%. Most of the participants are more than 18th years-old (88%) and the language aptitude is in a good enough category (62, 8%). The total number of females is higher than males make the intrinsic motivation (80, 6%) aspect in questionnaire increase. It indicated that age, sex/gender, and language aptitude influence EFL learners' motivation. This result is in line with previous research by Ratna Rintaningrum and others which stated females have a higher capacity in brain for language ability process⁶¹. Another previous research by Yuefang Sun stated that different age of EFL learners' can

⁶¹ Ratna, Carol, and Jhon.

influence their success in language acquisition because when individuals got older, their speed in understanding something will be deteriorated⁶². Due to the difference in brain capacity and ability in language process between female and male, female have a better chances in learning a new language than male. That chance can make the female more success in achieve their goal in language learning.

- 2) One of the socio-cultural backgrounds in this research is language aptitude. In language aptitude, there are three categories that have been classified; the role of aptitude in naturalistic learning, the association aptitude with instructed learning, and aptitude as it relates to individual difference variables such as learning experiences, environments, and interest⁶³.

In the interview findings, the researcher find out that the socio-cultural factors in age and sex/gender did not have specific influence on EFL learners' motivation because both females and males have the same motivations in learning language. The researcher finds out that language aptitude as individual variable influence

⁶² Yuefang.

⁶³ Catherine J. Doughty and Alison MacKey, 'Language Aptitude: Multiple Perspectives', *Annual Review of Applied Linguistics*, 41 (2021), 1–5.

the EFL learners' motivation intrinsically and extrinsically as follows:

A. Language aptitude as socio-cultural backgrounds that influence the EFL learners' motivation intrinsically:

a. Interest-based activity

Interest is the most motivational factors in learning and development. It emerges from an individual's interaction with their environment. It represents a specific relationship between the developing person and some topic or content of their behavioral action. Based on the interviews, the participants have a various reasons of interest. The students stated that they chose English as their major because they like English and feel that English is fun, enjoyable, and exciting to learn. Meanwhile some of the students stated that they have an interest in English because in order to obtain their dream they have to learn English. This can result in the students' intrinsic motivation and extrinsic motivation because if the students have their own interest in English it can be concluded as intrinsic motivation, but if the students feel interest in English because of the learning method delivered by the teacher is exciting, the classroom environment is conditional or things that make them

interested in English exist because of the way they learn, it can be categorized as extrinsic motivation. This is in line with the research that has been done by Andreas Kraap which stated that an individual engaged in an interest-based activity, such as joy, specific situation and what the person wishes or likes will automatically lead to high degree of attention and will foster the readiness of a student to get involved with the object's learning, thus raising the probability of successful learning⁶⁴.

b. Self-construal (open-minded and close-minded)

In some contexts, open-mindedness may not be regarded as virtuous or socially acceptable. In rare cases, people discover opinions that obviously contradict common notions of reality or are incompatible with conventional values; these are referred to be religious values. According to this viewpoint, societal standards mandate that open-mindedness is suitable or deserved in some instances, but not in others⁶⁵.

⁶⁴ Andreas Krapp, 'Interest, Motivation and Learning: An Educational-Psychological Perspective', *European Journal of Psychology of Education*, 14.1 (1999), 23–40.

⁶⁵ Chase Wilson, Victor Ottati, and Erika Price, 'Open-Minded Cognition: The Attitude Justification Effect', *Journal of Positive Psychology*, 12.1 (2017), 47–58.

In the interview the researcher asked the participants' opinion about other culture. When we learn about language, we also learn about their culture. If the participants can accept other culture we called it as an open-minded person, meanwhile if the participants cannot accept other culture we called it as a closed-minded person. As we all know, Indonesian and Western cultures are different. Indonesian culture places a greater focus on religious standards, whereas Western society places a greater emphasis on a free lifestyle with no boundaries on doing anything as long as it does not endanger others. As a result, Westerners are well-known for their individualistic attitude. Unlike the easterners who have a collectivist attitude. Nine out of ten stated that they are an open-minded person. They can accept other culture to assimilate with Indonesian culture. It means they will accept other culture if that culture is appropriate with their religion norm. Meanwhile, one out of ten cannot accept other culture because he is a religious person.

It is in line with the research that have been conducted by chase Wilson and others which stated that a readiness to explore a range of intellectual viewpoints, values, attitudes, ideas, or beliefs characterizes an open-minded cognitive style. Closed-minded cognition is the

polar opposite of open-minded cognition⁶⁶. An open-minded person will be more open in accepting a various things around them. This awareness will arouse their interest in something uncommon from what they are used to seeing and it will motivate them to learn more. It is equal to Meta Keumala research about individualism and collectivism, close-minded and open-minded have the same meaning with individualism and collectivism⁶⁷.

c. Cognitive ability

Language aptitude refers to a set of cognitive abilities that are ‘predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions’. Students who have a good language aptitude will find it easier to learn English than those who do not have a high language aptitude because the language aptitude is related to individual abilities that come from within themselves of course this will affect their intrinsic motivation in learning English. In the interviews, some of the students stated that they have the ability to memorize vocabularies in a few minutes. The ability to memorize also has an important role in performance. An individual who has a

⁶⁶ Wilson, Ottati, and Price.

⁶⁷ Meta and others.

higher ability to memorize, they have a higher chance of achieving the object of language learning process. This is in line with the research that has done by David Singleton which stated that higher working memory capacity have a connection between language learning performance⁶⁸. The ability to memorize can be increase through training because it is an act of behavioral repetition.

B. Language aptitude as socio-cultural backgrounds that influence the EFL learners' motivation extrinsically:

a. Supportive environment

A supportive environment will make it easier for students to learn the language they are learning. In the interview, some students stated that the environment in which they live and the classroom environment supports them to learn English. They stated that the atmosphere in the classroom made them comfortable to study. The students also stated that the lecturer's teaching method used by the lecturer was fun. This comfortable environment will affect their external motivation in learning English. Equal to the research that has been done

⁶⁸ David Singleton, 'Language Aptitude: Desirable Trait or Acquirable Attribute?', *Studies in Second Language Learning and Teaching*, 7.1 (2017), 89–103.

by Sri Gustiani which stated that studying condition, social condition, family condition, and supporting facilities will influence the extrinsic motivation⁶⁹. Yuefang in his research also mentioned that as a teacher we should provide a good class environment for students and appropriate teaching method to encourage them in the material that the teacher want to deliver⁷⁰.

b. Future Career or Dream

Most of the students stated that their motivation in learning English were in order to obtain their dream. Some of the students want to be an English teacher, translator, or study aboard, that's why they learn English. Their dream motivated them to learn English. This indicates that they have interests other than personal feeling (such as enjoyment and excitement in learning English) that they want to achieve. This is in line with the research that has been done by Andreas Kraap which stated that interest is a personality trait or a long-lasting preference for a certain topic. An interest represents or describes a specific relationship between a person and an object. An interest-based person-object-relationship has

⁶⁹ Sri Gustiani, 'Students ' Motivation in Online Learning During Covid-19 Pandemic Era : A Case Study', *Holistics Journal*, 12.2 (2020), 23–40.

⁷⁰ Yuefang.

two levels of analysis. On a first level, interest refers to the dispositional structure of an individual. In this level interest is interpreted as relatively stable tendency to become occupied with an object of interest. On the second level, interest refers to current engagements or effort to make the dreams come true⁷¹.

⁷¹ Krapp.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter of the research. In this chapter, the researcher presents the conclusion and suggestion of what have been discussed on the research.

A. CONCLUSION

Based on the research findings and discussions on the research under the title the influence of socio-cultural background on EFL Learners' motivation of the 3rd semester students of English Education Department at UIN Walisongo Semarang, it can be concluded:

1. The socio-cultural background of EFL Learners majoring in English Education at UIN Walisongo Semarang is consists of females (78%), males (20%), neutral (2%). Most of the participants are more than 18th years-old and they have an agreement that their language aptitude is in good enough categories (62, 8%).
2. The socio-cultural background factors that influence the students' motivation in learning English are language aptitude. The language aptitude that influence EFL learners' motivation intrinsically:
 - a. Interest-based activity

- b. Self-construal (open-minded and closed-minded)
- c. Cognitive ability

The language aptitude that influence EFL learners' motivation extrinsically:

- a. Supportive environment
- b. The students' future dreams or goals

B. SUGGESTION

Based on the conclusion in this current research, suggestion proposed to:

1. For University

University should provide adequate facilities for students in order to increase external motivation. A comfortable classroom will make students feel enjoy to study in the classroom so that they will not feel bored when the learning is taking place. If the learning activities are still online, the university can provide internet data for the students to support e-learning.

2. For Lecturers

Based on the findings, the average students feel that the teaching method used by the lecturer makes them interested in learning English. Lecturers must be able to maintain that and make the teaching methods even more interactive.

3. For students

Students should have a motivation either from inside or outside because motivation will help them in increasing their desire to learn English. They must be able to organize their feelings, emotions, or moods when studying so they do not feel bored.

4. For other researcher

This research is only limited to the influence of socio-cultural background on EFL Learners' motivation. The researcher hopes that the further researcher will conduct further research using a more in-depth problem formulation related to the socio-cultural backgrounds that can influence the EFL Learners' desire to learn English.

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APPENDIXES

APPENDIX I ⁷²

ENGLISH LEARNERS QUESTIONNAIRE

This questionnaire is conducted by a student at UIN Walisongo Semarang to better understand the thoughts, belief, attitude, and behavior of the third semester student of English Language Department in UIN Walisongo Semarang related to Socio-cultural background issue. This is not a test. There is no “right” or “wrong” answers. The result will be used only for research purpose so please give your honest answer sincerely, thank you very much for your help.

Scales for statement-type items:

5 (Strongly Agree/SA)

4 (Agree/A)

3 (Neutral/N)

2 (Disagree/D)

1 (Strongly Disagree/SD)

Note: please give (√) on the tables that have been provided.

Participant Identities

Name :

Class :

Socio Cultural-Background aspects

NO.	ITEMS/STATEMENTS	5	4	3	2	1
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⁷² Zoltan and Tatsuya. Pg. 138-153

1	I am a female.					
2	I am a male					
3	I am a 17 th -year-old?					
4	I am an 18 th -year-old?					
5	I am more than 18 th years-old					
6	I Have graduated from Vocational High School (SMK)					
7	I have graduated from Senior High School (SMA/MA/MAN)					
8	I come from Java Island					
9	I come from outside of the Java Island					
10	My vocabulary mastery is good					
11	My environments supports me to learn English					
12	My parents support me to learn English					
13	The Lecturer's teaching method makes me more interested in learning English.					
14	My grammatical sensitivity is good					
15	I have a good language aptitude					

APPENDIX II⁷³

This is the example of *Interview*:

Participant identities

Name :

Class :

NO.	QUESTIONS	Answer
1.	What do you think about English?	
2.	Why did you apply for this major in the first place? What was in your mind at that time?	
3.	What do you think about your surroundings, environments, and circumstances? Are those things support you to learn English?	
4.	Did the methods that the lecturer applies make you more interested in learning English?	

⁷³ Zoltan and Tatusya, Pg.153

5.	What are the difficulties that you found when you learn English?	
6.	How many times do you need to memorize the vocabulary, words, and sentences in English?	
7.	What is your dream? Is your dream related to English? (if you wanna be English teacher, translator. etc)	
8.	Are you feeling proud and confidence when you can speak English fluently in front of your classmates? Why?	
9.	Are you an open-minded person or close-minded person? We know that when we talking about language we will also learn about the culture where that language come from. Because language is part of the culture.	
10.	In your opinion, what is your biggest motivation in learning English?	

APPENDIX III

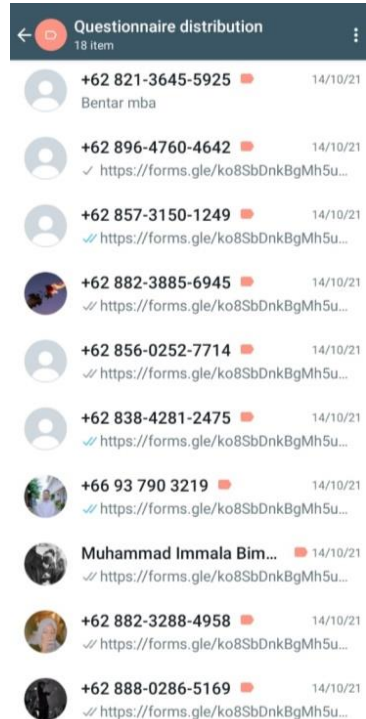
Name List of the Participants

NO	NAME	CLASS
1	Aida Nur Khamidah	PBI A
2	Faizatul Khumairotiz Zahro'	PBI A
3	Ghoziroh Rifdarrobbi	PBI A
4	Ismatul Maula	PBI A
5	Izza Adelia	PBI A
6	Laela Nisa Indriani	PBI A
7	Lina Mahfiyatul Asna	PBI A
8	Madiha Majdah Al'afiaty	PBI A
9	Muhammad Ferry Arbiyan	PBI A
10	Salma Lu'lu'ah Maknunah	PBI A
11	Salsa Firda Salwa	PBI A
12	Sarmila Darma Wijayani	PBI A
13	Sevilyana Nurul Azizah	PBI A
14	Shona Zaidan Adib	PBI A
15	TAUFIQURRAHMAN	PBI A
16	Unsiyatun Masruuroh	PBI A
17	Ajeng Cahyaningtyas	PBI B
18	Arla Maulia Puteri	PBI B
19	Dhenia shafa kamila	PBI B
20	Fikri Hamzah	PBI B
21	Ika Fatra Fathina	PBI B
22	Mazda Hilmawati	PBI B
23	Muhamad rizqi mauludin	PBI B
24	Muhammad Imala Bima Chairussagha	PBI B
25	Muhammad Qudsi Amirullah Harahap	PBI B
26	Muhammad Sulthon Ubaidillah	PBI B
27	Nailda Desiana Hasa Bachtiar	PBI B
28	Noor Mirza Nellya	PBI B
29	Raihan Fatkur Rahman Syah	PBI B
30	Sefia Rahma Aprilia	PBI B
31	Shofiah Qothrun Nada	PBI B

32	Siti Masruroh	PBI B
33	Siti Nur Aini	PBI B
34	Triya	PBI B
35	Ummiyatul Baroroh	PBI B
36	Yasifa Qorigotul Zulfa	PBI B
37	Azizatun Naili Rohmaniah	PBI C
38	Deviana Syafira	PBI C
39	Dewi Arum Jamilya Seftiana	PBI C
40	Fani Fitriani	PBI C
41	Firda Dzikrina Istighfarani	PBI C
42	Fita Yuliana	PBI C
43	Ghina Syarifatul Khauliyah	PBI C
44	Minka Faiza Banati	PBI C
45	Muhammad Hadi Subulas Salam	PBI C
46	Nida Rodhatun Nasikha	PBI C
47	Nursamila Abdulsalam	PBI C
48	Resti Farikhah Zulaefa	PBI C
49	Rizki Romadhona Nurul Aeni	PBI C
50	Robbi Maulana	PBI C

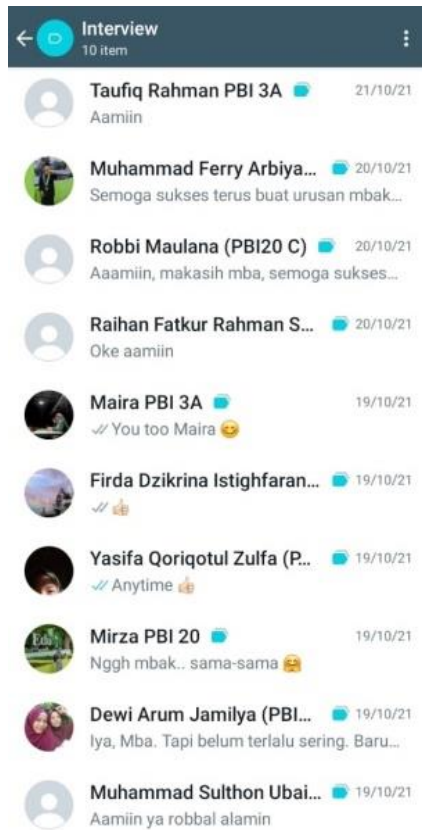
APPENDIX IV

Proof of distributing questionnaire through Whatsapp

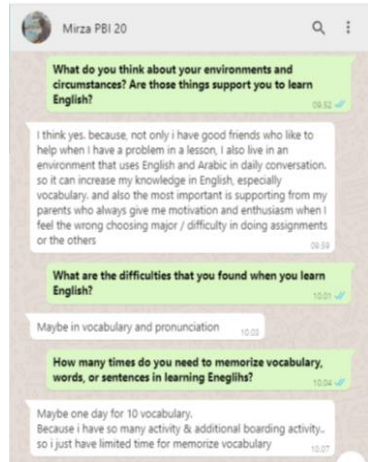


APPENDIX V

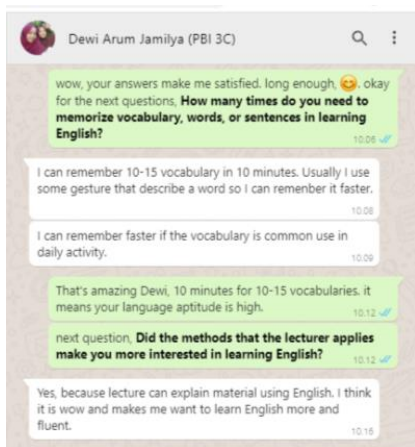
Interviews documentation via Whatsapp Message



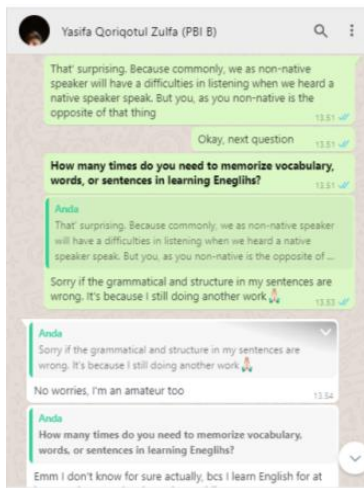
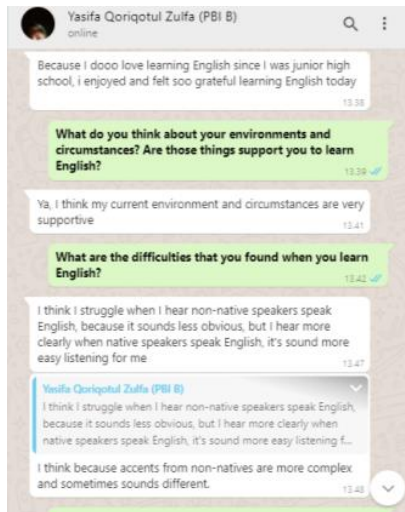
1. Noor Mirza Nellya



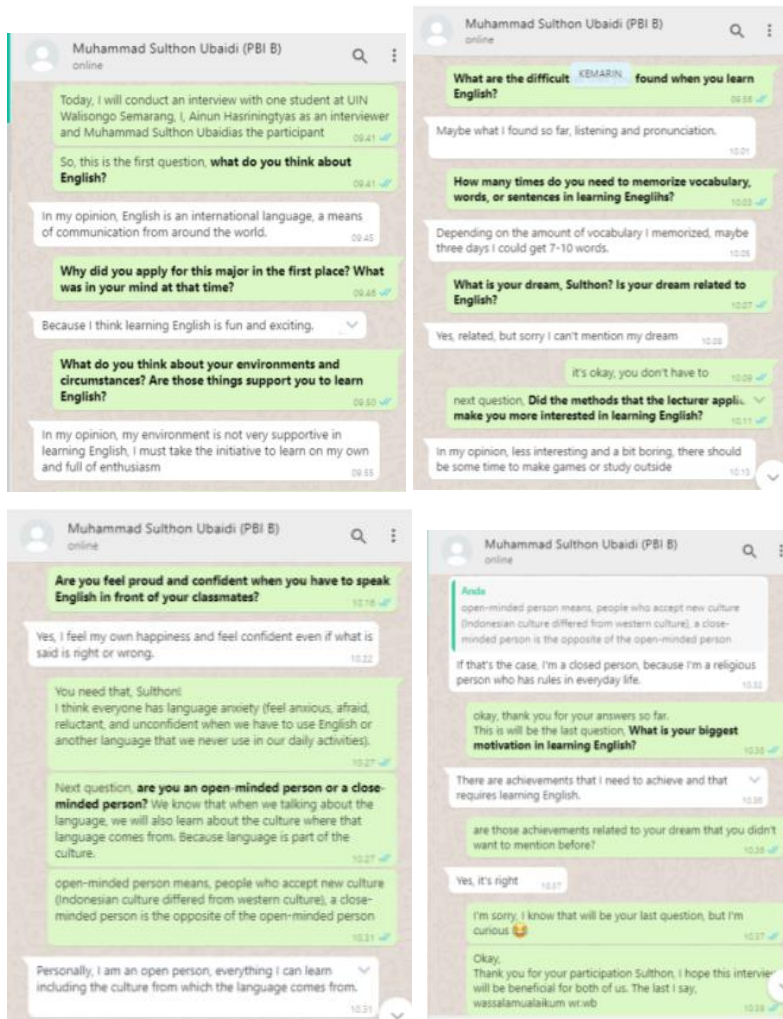
2. Dewi Arum Jamilya



3. Yasifa Qoriqotul Zulfa



4. Muhammad Sulthon Ubaidi



5. Firda Dzikrina Istighfarani

Firda Dzikrina Istighfarani (PBI C)

Assalamualaikum wr.wb

This evening, I will conduct an interview with one student at UIN Walisongo Semarang, I Ainun Hasningtyas as an interviewer and Firda Dzikrina as the participant. Before we start our interview, I would like to remind you that if you can't answer the question in English, you are free to answer in Bahasa Indonesia.

Is that clear, Firda?

Wa'alaiikum salam wr. wb.
Yes, it's clear.

Okay, for the first question, Firda. **What do you think about English?**

I think English is an international language that at this time we must learn in order to keep up with world developments.

Why did you apply for this major in the first place? What was in your mind at that time?

Because I think English is interesting, and I also have a dream to go abroad, so I think learning English is the right choice for me. And with us being able to speak English there will be many benefits for the future.

Ketik pesan

Firda Dzikrina Istighfarani (PBI C)

What do you think about your environments and circumstances? Are those things support you to learn English?

In my environment, maybe English is a new thing, so for me, who is learning English I think my environment is not very support me, because when we learn English we have to practice it a lot while in my environment no one speaks English. I find it a little difficult to learn English.

What are the difficulties that you found when you learn English?

Mostly on grammar. I think it's a little difficult for me to understand grammar and apply it when I speak, but now I'm learning grammar from sentences. And I'm still looking for the right way for me to learn grammar.

How many times do you need to memorize the vocabulary, words, and sentences in English?

A little long for me, but to remember the sentence I think it's easier for me. I think around 10 minutes to remember 20-30 words.

Firda Dzikrina Istighfarani (PBI C)

Did the methods that the lecturer apply makes you more interested in learning English?

Maybe some do, especially those who practice my speaking skills make me more interested.

Are you feeling proud and confident when you can speak English fluently in front of your classmates? Please explain it.

Of course, because fluently speaking English is my goal. Also speaking in front of the class with confidence is a matter of pride for me. But now I'm a little less confident with my English skills, especially when speaking in front of the class.

Are you an open-minded person or a close-minded person?

(Open-minded person refers to people who can accept a new culture, we know that Indonesian culture and western culture are differed. As Indonesian can you accept another culture? We know that when we learn a language it means we also learn about their culture because language is part of the culture)

Firda Dzikrina Istighfarani (PBI C)

I think I'm an open-minded person, but I still have limits to apply western culture, by absorbing the good stuff.

Okay, the last question, **What is your biggest motivation?**

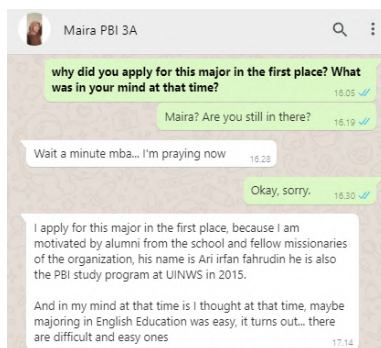
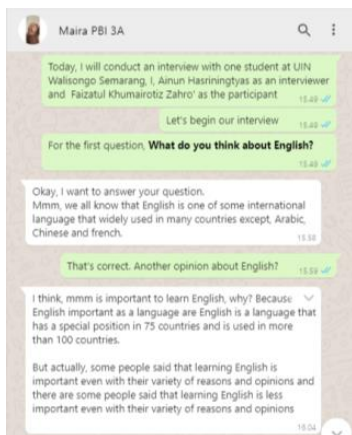
My dream to study at ubc vancouver.

For that dream to become true you need a lot of effort. I hope your dream will become true, Firda.

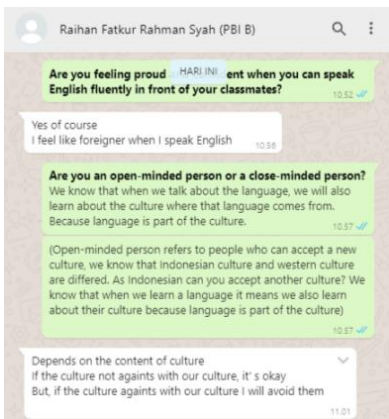
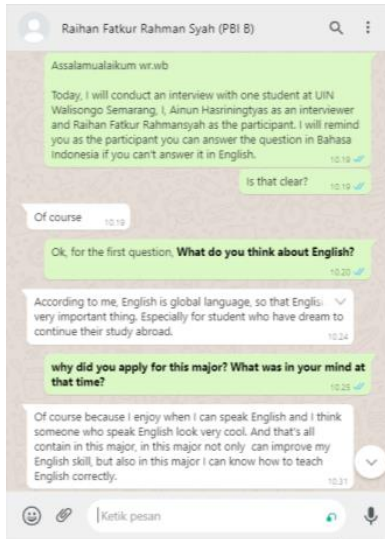
Thank you for your participation, hopefully this interview will be beneficial for the both of us. The last I say, wassalamualaikum wr.wb

Wa'alaiikum salam wr. wb.
Most welcome mba

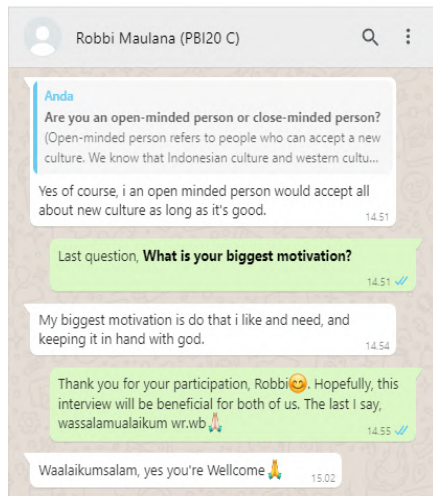
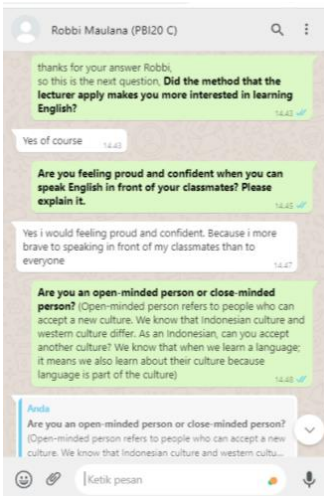
6. Faizatul Khumairotiz Zahro'



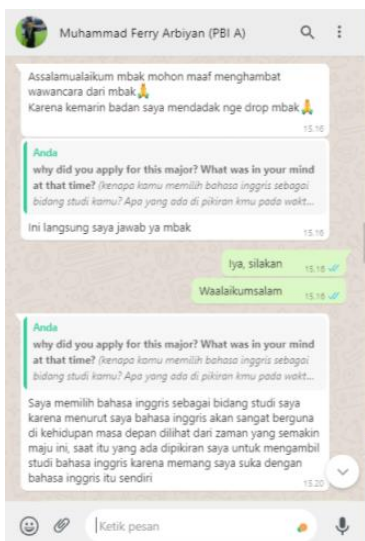
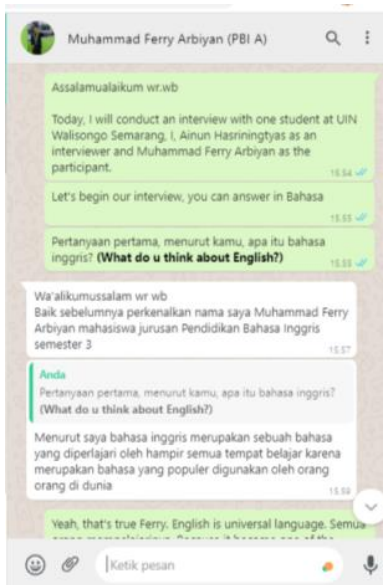
7. Raihan Fatkur Rahmansyah



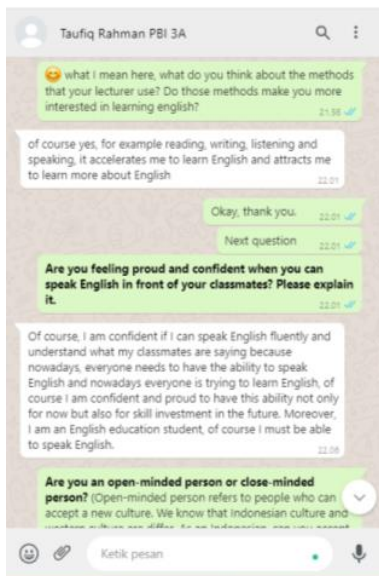
8. Robbi Maulana



9. Muhammad Ferry Arbiyan



10. Taufiqurrahman



CURRICULUM VITAE

Name : Ainun Hasriningtyas
Place and Date birth : Kendal, 10 Agustus 1999
Student Number : 1703046039
Address : Desa Kalirejo, RT 9, RW 6, Kec.
Kangkung, Kab. Kendal
Phone Number : 085926163600 / 081226253538
E-mail : ainunhasriningtyas1099@gmail.com

Academic Backgrounds

a. Formal Education

- 1) TK Handayani Desa Kalirejo (2004-2005)
- 2) SD N 03 Kalirejo (2005-2011)
- 3) SMP N 01 Cepiring (2001-2014)
- 4) SMK N 01 Kendal (2014-2017)
- 5) Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri (UIN) Walisongo Semarang (2017-2022)

b. Informal Education

- 1) Taman Pendidikan Alquran Tarbiyatul Athfal Desa Kalirejo (2004-2006)
- 2) Madrasah Diniyah Awaliyah Miftahul Athfal Desa Kalirejo (2006-2012)
- 3) Pondok Pesantren Roudhlotul Muhtajin Cepiring (2014-2017)