# "MY GRADES ARE ALWAYS EQUAL TO STANDARDIZED CRITETRIA": DISCOVERING EFL LEARNERS' MOTIVATION OUTSIDE FORMAL CLASSROOM

**Siti Jannatussholihah[1], Ashadi[2], & Erna Andriyanti[3]**
Universitas Negeri Yogyakarta, Indonesia
[1]*jannatus88@gmail.com;*  [2]*ashadi@uny.ac.id;* [3]*erna.andriyanti@uny.ac.id*

**Abstract**: Motivation in language mastery is a crucial aspect that supports learner success especially in non-formal education. This study explores the motivation of English language learners in non-formal education as well as their perceived difficulties. Employing a qualitative approach with in-depth-interviews in the data collection, the study involved eight learners from a language course institution in Yogyakarta. The transcribed data were analyzed, interpreted, and categorised based on types of motivation and difficulties. The results show that most of the English learners possess instrumental motivation in learning foreign languages, but some tend to have integrative motivation. The instrumental motivation is mainly linked to efforts to pass the exam or tests with good grades. Their integrative motivation is related to recognizing the culture of the target language speech community and desire to communicate with the target community. Despite their motivation, they faced some difficulties related to language skills, especially reading and listening. In addition, they perceived vocabulary as hindrance in all the four skills. Further research to overcome the difficulties is recommended to maximize the learning achievement.

**Keywords:** instrumental motivation, integrative motivation, non-formal language learning

## INTRODUCTION

Although learning English is mandatory in Indonesian high schools, most Indonesian learners find it difficult to communicate

English in their daily lives (Liando, Moni & Baldauf, 2005). English as a Foreign Language (EFL) learners in Indonesia have fewer life experiences in using English because the social and cultural environment does not provide strong support for learning English (Lie, 2007). As a result, the quality of classroom teaching and learning has been the primary concerns since most learners engage with English as a formal language in the classroom. Accordingly, learners should have learning motivation to improve and maintain their English communication skills.

Learners' learning motivation is a central element in the teaching and learning process (Dörnyei & Ushioda, 2011; Oxford & Shearin, 1994). It can influence their English skills especially reading in learning English (Pirih, 2019). In addition, motivation influences their learning objectives in English (Bradford, 2007). Learners can be more motivated to learn English through fun and attractive learning, such as non-formal education (Razi, 2016). Numerous studies on motivation of English learners in the Indonesian context have been studied in formal education rather than in non-formal education. (e.g., Bradford, 2007; Lamb, 2004a, 2007, 2004b; Liando et al., 2005; Maulana, Opdenakker, Brok, & Bosker, 2011; Radfar & Lengkanawati, 2020; Setyadi, Mahpul, & Wicaksono, 2019; Yulia, 2013).

Studies in formal education tend to reveal that English learners in Indonesia often have low motivation due to various factors. The large class size is reported to be one of the causes (Bradford, 2007; Lie, 2007). Lamb (2007) found that Indonesian high school learners are initially motivated to learn, but their experience of learning English at school decreases their motivation. Learners' aversion of English is also influenced by learners' view of their English teachers (Lamb & Coleman, 2008; Maulana et al., 2011). Inextricably, low motivation can make learners passive in the class, which consequently affects their learning achievement.

Generally, Indonesian learners' passiveness in the class is caused by many different factors, such as the teaching methods, course content, assessment, and cultural context that indirectly

influence their motivation in learning English (Bradford, 2007; Lie, 2007; Mattarima & Hamdan, 2011). The Indonesian cultural beliefs and values which do not encourage learners to challenge older people such as parents, teachers or community leaders make learners reluctant to speak English (Marcellino, 2008; Mattarima & Hamdan, 2011). The teacher-centered approach is still embedded in the Indonesian school setting, which is hard to encourage learners to ask questions or practice their English. Hence, it is challenging for teachers to motivate learners to use English.

Lamb's (2004b) research that was conducted in a series of studies to look at learners' English learning motivation indicated that learners' high motivation might appear when they entered junior high school. Lamb (2004a, 2004b) found that Indonesian high school learners have both integrative and instrumental motivations. Their integrative motivation refers to the desire to be part of a global English culture. It is similar to the findings found by Liando et al. (2005) that Indonesian secondary learners display integrative motivation in considering English as a global language.

Different findings by Bradford (2007) show that instrumental motivation is stronger than integrative motivation at the university level. Bradford's (2007) study found that learners' motivation to learn English was for understanding textbooks, working for a foreign company or working abroad, or getting a highly paid job. In contrast, learner's integrative motivation in learning English was not considered influential. The studies of Bradford (2007) and Lamb's (2004b) above show different findings. High school learners employed more integrative motivation than learners at the university level who exploited more instrumental motivation by considering the advantages of learning English for their future careers. Moreover, they learned English by additional exposure in non-formal education to increase their English ability. Suryasa, Prayoga, and Werdistira (2017) found that students of an English course institution in Bali have relatively high motivation, which tends to be instrumental.

To fill in the gap of the previous research which were widely focused on the English learners' learning motivation in formal education, the present study, inspired by Suryasa et al.'s (2017) study, focuses on non-formal education, which is an English course institution. This institution focuses on skills and the attitudes development for future success (Dib, 1998). This non-formal institution is open and flexible to quickly respond to the learners' changing needs and interests (Shala, 2019). The existence of English course institutions is commonly considered as an alternative learning space for those who want to improve their English in more relaxed learning atmosphere. Undeniably, it is common for English learners in Indonesia to learn and develop English skills both at school and in non-formal education.

In addition, this study is done to reveal the learners' difficulties in mastering English through non-formal education. Although the English lesson has been taught from elementary school to high school, studies show that English learning in formal education in Indonesia is still considered less successful due to various constrains (Lie, 2007; Mattarima & Hamdan, 2011; Yulia, 2013). Similarly, it is also important to know what difficulties are faced by those who learn English in non-formal education. Accordingly, this study proposes two research questions:

1. What motivation types do the English learners in the non-formal education have?
2. What language skills and language aspects are considered difficult by those learners?

**LITERATURE REVIEW**
**Foreign Language Learning Motivation**

Motivation is one of the essential variables in language learning that can affect the success or failure of learners learning foreign language learning (Alizadeh, 2016; Pham, 2017). A very influential approach in the development of motivational concepts in foreign language learning is the concept of the social-psychological approach

from Gardner (Csizer & Dornyei, 2005; Dornyei, 1998). This concept views that motivation is a combination of three complex elements consisting of the intensity of motivation, desire to learn languages, and attitudes towards language learning activities.

Motivation is typically distinguished from orientation. Motivation is defined not only as the amount of effort but also the emotional aspects of desires and attitudes towards learning activities. Meanwhile, orientation is specifically referred to as various reasons for learning a foreign language that can be divided into integrative and instrumental orientations (Gardner, 2001). However, the development of these two classifications is often classified as motivation form. They are more popular as two types of motivation in learning a second language and foreign-language. Related to the development and achievement of learners' language skills, integrative motivation is claimed to be stronger and more influential than instrumental orientation (Masgoret & Gardner, 2003). It is important to be noted, however, that the studies by Gardner (2001) and Masgoret and Gardner (2003) were done in Western countries.

Integrative motivation is the desire to learn a language that comes from a positive influence on the community of speakers. Integrative motivation is related to integrating oneself into a culture and is accepted by other communities because she or he is interested in communicating with people and learning about their culture and language. The integrative motivation drives learners to learn the foreign language with openness to the target language community and have positive attitudes to the learning situation (Masgoret & Gardner, 2003). Meanwhile, instrumental motivation is related to practical reasons (Masgoret & Gardner, 2003) and refers to the desire to learn the language as a means of achieving such goals as career or employment, education, or certain finances (Brown, 2001; Chalak, & Kassaian, 2010; Mun, 2011). Thus, every learner generally has different motivations in learning a foreign language.

Some studies related to EFL learners' motivation have been conducted. Learners' learning motivation is a central element in the

teaching and learning process (Dörnyei & Ushioda, 2011; Oxford & Shearin, 1994). Some studies have investigated motivation in the English Language Teaching (ELT) context in Indonesia (Bradford, 2007; Lamb, 2004a, 2007, 2004b; Liando et al., 2005; Maulana et al., 2011). Lamb' s (2004b) study shows that Indonesian high school learners have both integrative and instrumental motivations. Their integrative motivation refers to the desire to be part of a global English culture. It is similar to the findings found by Liando et al. (2005) that Indonesian secondary learners display integrative motivation in considering English as a global language. Other studies show that university learner motivation by Bradford (2007) and high school learners to learn English in Indonesia by Lamb (2004b) shows different findings. High school learners employed more integrative motivation than learners at the university level who exploited more instrumental motivation by considering the advantages of learning English for their future careers. Moreover, they learned English by additional exposure in non-formal education to increase their English ability.

**Non-Formal Education**

There are three types of education in Indonesia, namely formal, informal, and non-formal education (Center for Educational Assessment, 2015). Formal education includes basic, secondary, and higher education levels with a variety of educational types, namely general, professional, vocational, religious, and special education. Meanwhile, informal education can function as a complement (such as institutional study guidance focusing on helping students with school lesson mastery, language course for an academic, general, and specific purpose), replacement (such as homeschooling). Non-formal education aims to accelerate students' knowledge and skill acquisition in addition to sharpening personality and professionalism.

In Indonesia, the types of non-formal education consist of literacy education, life skill development, woman empowerment, early childhood and youth education, student ability development,

vocational training, and equivalency program (Government Regulation Number 19 of 2005). Non-formal education in Indonesia also includes a language course for academic, general, and specific purposes. One of them is an English course as supplementary education concentrating on English mastery development. All educational levels and types included English courses are administered by either the national government (Government Regulation Number 19 of 2005), local government, communities, or non-governmental organizations.

Due to the growing status of English as an international language and the increasing international mobility, English learning has been improved (Xiong & Feng, 2018). English is studied not only in formal education but also in non-formal education. English courses also have been on the growth in Indonesia. Even, it can be an alternative in the current education condition (Faujiah, 2017). Often, formal education, structural, and impressed force, make students feel depressed, so they could not undergo the program learning with fun, excitement, and filled with love (Razi, 2016). In order to increase the quality of English proficiency, the students then decided to take an English course outside their school class or joining special English training for special purposes (Gunantar, 2016). Generally, English courses are supplementary education concentrating on English mastery development (Hapsari, 2020). Hence, the English course as non-formal education becomes an alternative to learn English and English mastery.

Education organized by course institutions can Contribute to the nation's education as non-formal education (Act 13 paragraph 1 No. 20 of 2003) includes English course. The English course is a non-formal education to meet the needs of learners in mastering the knowledge and skills of the English so as to answer and respond to the current development (Faujiah, 2017). Although non-formal education, motivation in learning English is also needed. Yulianingsih, Lestari, Dewi, and Zakariyah (2020) stated that high

motivation from the participants of the English course became the supporting factor of the learning activities in the English course.

In encouraging the EFL learners' motivation, a lot of efforts were made to bring up the enthusiasm of the participants' learning process by giving attention, adequate facilities, fun, and attractive activities. Giving attention and establishing a family relationship can create a comfortable and enjoyable learning atmosphere, so that increase the course participants' motivation. Furthermore, Pirih (2019) stated that learners' motivation can influence their English skills especially reading in learning English. In addition, motivation also influences their goals in learning English (Bradford, 2007). Thus, motivation in learning is a psychological process that evokes and directs the students' behavior to achieve the directed goals (Yulianingsih et al., 2020).

**METHOD**

Under a qualitative design of case study, this study collected data through interviews with participants (Creswell, 2007). This study is conducted in one of non-formal education in Yogyakarta. It is a learning course for general subjects includes English subjects. This learning course offers not only learning guidance but also learning motivation for their learners with several learning methods. They use the learning methods that make learners enjoy learning English so that learners are motivated in learning English. They use games, focus group discussion, tourist hunting, and discuss difficult English questions in English learning. This non-formal education is the course institution focusing on helping students with school lesson mastery and also language course for an academic, general, and specific purpose. For the English learning course, four tutors with an English graduate background and well-grounded in teaching English, especially in non-formal education teach the learners. In addition, this course adjusts the learners' needs with the current governmental curriculum, known as curriculum 2013.

Eight learners of English as a foreign language in this course were purposively chosen as participants because of their willingness in sharing their learning experiences at non-formal education. Four participants were Senior High School (SH) learners, while the rest were Junior High School (JH) learners who participated in language courses. They have taken this English course in various length of time. Table 1 shows the detail of the participants in which their names are pseudonym.

Table 1. Detail of research participants

| Participant | School Type | School Year | Gender | Length of English Learning in non-formal education |
|---|---|---|---|---|
| P1 | JH | 9 | Female | 4 |
| P2 | JH | 9 | Female | 5 |
| P3 | JH | 9 | Female | 2 |
| P4 | JH | 9 | Male | 1 |
| P5 | SH | 11 | Female | 4 |
| P6 | SH | 12 | Female | 4 |
| P7 | SH | 12 | Male | 2 |
| P8 | SH | 12 | Male | 2 |

Interviews were done to collect data from eight English learners as research participants. The researcher used semi-structured interviews in order to the acquired data be more appropriate to the research's focus. The interview questions related to the learner's motivation and learner's perception on difficult English skills. The acquired interview data were analyzed by using Miles et al. (2014) technique which consists of three main components, namely data condensation, data display, and data verification.

The technique was organized in order. In the data condensation, the transcribed interview data were coded based on the type of English learners' motivation and English difficulties in learning English. Code AM for integrative motivation, BM for integrative motivation, and ED for English difficulties in learning English. Afterward, the coded data were grouped into the same categories. In the data displays, the classified data were presented in the table and were interpreted. Finally, in data verification, the

interpretation was done by the first author to understand English learners' motivation in learning English in non-formal education and English difficulties faced by the learners. After that, the co-authors triangulated the interpretations.

**FINDINGS**
**Learners' Motivation in Learning English at Non-Formal Education**
*Instrumental Motivation*

Based on the result of the interview, most of the research subjects have instrumental motivation in their English learning. Table 2 shows the detail of data obtained from the interview.

Table 2 Learners' instrumental motivation

| Type of motivation | Leaners' motivation |
|---|---|
| Instrumental motivation | 1. Improving the ability to speak English as a foreign language<br>2. Increasing the grades in formal school learning<br>3. Increasing the English ability and to help to pass the final exam |

Table 2 shows that English learners have three arguments for why they learn English in non-formal education that refers to instrumental motivation. One of the participants from a non-formal language course stated that one of the reasons why she learned English was to improve the ability to speak English as a foreign language. According to P1, English learning in formal education made her less motivated. P2 also stated that her English learning in formal school was not optimal. Therefore, P1 and P2 felt the need to add to learning English in an English course.

> *"I felt that when I studied in formal school, I could not understand English material clearly. I felt that the time spent in learning English is so lacking that I am not optimally developing my understanding and English skills." (P1)*

> *"I feel the need to study at an English course to increase mastery of English material. At the English course I can understand the material more clearly. Besides, I can determine what material I want to study deeply." (P2)*

In addition, other participants stated that the reason for learning foreign languages was to increase their grades in formal school learning. Each learning outcome includes English subjects which is indeed usually abstracted through numerical value. Thus, learners tend to be encouraged to understand and learn languages to get good grades. They assumed that if their grades are good, their foreign language skills also increase. As P5 said:

> *"While studying English, my grades always equal with the KKM (Minimum Completeness Criteria) scores. Whereas, when I study at school (formal school), I always pay attention when English lessons take place, I also always ask when I do not understand the material presented. However, I still find difficulty to improve my understanding and grades in English."*
> *(P5)*

Learners' motivation to learn English does not only come from themselves, but also from the external aspect. P5 stated that her willingness to learn English in the English course does not only emerge from her willingness, but also from her parents' supports.

> *"At first, my parents asked me to take the course, so that, from the support of my parents, I became more enthusiastic in learning English both at school and in the English course." (P5)*

The majority of these participants learned English because it has become the compulsory subject matter in the education curriculum. Additionally, the reason for learning English is to pass the final examination. They tend to be encouraged to understand and learn languages to get good grades and pass exams in their school. Seven of eight learners faced the final exam that can determine whether they pass or not. Some of them learned English in the English course to increase their English ability and to help them pass the final exam.

> *"My main goal in learning English in the English Course is to understand English material more, so that I will more prepare to participate in the National Final Exam." (P3)*

> *"In English Course, there are many exercises provided, which help me practice for the final exam. Tutors also provide tricks to answer questions easily, because a lot of given practice questions can help me get used to answering difficult final exam questions." (P6)*

Based on the interviews, it was not easy to become the twelfth-grade learners in senior high school. They were encouraged to study hard to pass the final exam. In addition, they also had to study hard to pass the university entrance selection. Even, some of them also wanted to pass the scholarship selection. Therefore, most of them tried to learn English more in an English course as non-formal education.

> *"... in addition to helping pass the final exam, studying in the English course helps me practice university entrance exam test." (P6)*

> *"I want to continue my study in college, but on the other hand, I also want to find a scholarship to create it happen. Therefore, I took the tutoring in English because I felt I was not good at it while English was one of the requirements to get the scholarship." (P8)*

### Integrative Motivation

In addition to instrumental motivation, foreign language learners in non-formal institutions also had reasons for learning foreign languages in an integrative manner. Table 3 shows the detail of data obtained from the interview.

Table 3 Learners' integrative motivation

| Type of motivation | Leaners' motivation |
| --- | --- |
| Integrative motivation | 1. Interested in recognizing the culture of the target language of the speech community<br>2. Feeling happy and interesting to speak in the target language<br>3. Understanding the lifestyle and culture of the target language as a reference to increase the knowledge and insight about the outside world<br>4. Learning English very important because by mastering English, they can more easily interact with native English speakers |

Table 3 shows that English learners have four arguments for why they learn English in non-formal education that refers to integrative motivation. P7 stated that the reason for learning foreign languages was to improve his speaking skills. By speaking ability, he can communicate well with the native speech community of the language. He was also interested in recognizing more in the culture of the target language of speech community. It was evidenced by his participation of various communities consisting of the several English native speakers that he learned as community leaders. In the community, he felt happy and interested to speak in the target language. His interests and willingness to speak made him understand the lifestyle and culture of the target language as a reference for him to increase his knowledge and insight about the outside world.

> *"I want to develop my English-speaking skills. From the first, I am very interested in going abroad, especially to America. I want to be able to communicate with them and want to be a part of the residents' friends there. I just joined the native speaker community that also has Americans there. In this community, we know each other's habits and culture of each community member. Therefore, I studied in the English course so that I could develop my speaking skills well." (P7)*

> *"By learning English in English Course also helps me speak English fluently. If I speak English fluently, I will be accepted as a tour guide." (P7)*

Furthermore, P2 also stated her interest learn English. P2 stated that learning English very important because by mastering English, she can more easily interact with native English speakers. P2 also stated that by learning English, she will be able to interact with people from various countries with various cultures and become more understanding of diverse cultures. She has a strong desire to know everything about English and wants to learn as much as possible so that they can communicate in English naturally and fluently.

> *"Learning English in school and course encourage my interest in mastering English. I think that mastering English very important because by*

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*mastering English, I can more easily interact with native English speakers and with people from various countries with various cultures and become more understanding of diverse cultures. Therefore, I have a desire to know it by learning as much as possible so that I can communicate in English naturally and fluently." (P2)*

## English Language Skill Difficulties

Based on the interview, most of participants had difficulties in learning English. Some of them said that English as a foreign language lesson was a new language for them to learn after mother tongue language and Indonesian. This view led them to experience English learning as difficult subject. Moreover, it consists of four language skills which have different foci of learning goals. Table 2 shows the detail of data obtained from this interview.

Table 4. The English skill difficulties faced by English learners

| Skills | Difficulties |
|---|---|
| Reading | Lack of vocabulary, topic, and referents understandings, and inappropriateness of reading strategy use. |
| Listening | Unfamiliar vocabularies, unclear sounds. |
| Speaking | Lack of vocabularies and incorrect pronunciation. |
| Writing | Incorrect grammar, lack of vocabularies, determining a topic. |

Some of them stated that they felt complicated to answer the question in the reading section. The difficulties in reading that were faced by participants included lack of vocabularies, topic understanding, and referent familiarity.

*"I find difficulties to work on reading questions when working on English questions. There are many vocabularies that I don't know yet, so I find it difficult to understand reading texts." (P4)*

*"The difficulties in reading is determine the topic of the reading text. It is because many unfamiliar vocabularies in the text, actually I understood the aim of the question, but difficult to find the answer." (P1)*

While in speaking and listening, the difficulties were related to vocabulary and pronunciation. The participant P7 stated that his lack of English was in speaking skills. Most of his lack were about

incorrect pronunciation and less vocabulary. Another obstacle in speaking came from P5. The obstacle was because of a nervous feeling and confidence, as they stated:

> *"….one of my weaknesses in learning English is incorrect to say something in English, besides it, I don't know many English vocabularies, so that I difficult to communicate by using English." (P7)*

> *"When I speak English, I always feel nervous and always did the mistake, but actually I know what I should say." (P5)*

> *"Unfamiliar vocabulary is the obstacles that I faced in listening. Besides, the sounds have to repeat more than twice because I difficult to catch the point of utterance." (P7)*

Other difficulties were also found in writing skills. They included incorrect grammar, lack of vocabularies, and topic understanding. As P6 stated:

> *"When the teacher gave assignment to me to write an essay, I have to think hard finding the topic. After the topic has been found, I get difficult to arrange the sentence. Determining the tense and appropriate vocabularies are the most difficulties that I experienced." (P6)*

The findings from interviews showed that English learners had all difficulties with English skills, particularly in reading and listening because those skills were tested in the final examination so that they felt that they had to master both skills. In all skills, they considered that mastering vocabulary is difficult.

## DISCUSSION
### Learners' Motivation in Learning English at Non-Formal Education

From the findings, some learners in non-formal institutions had instrumental motivation in foreign language learning for the sake of education. Although P1 stated that her reasons for learning English were to improve her ability to speak English as a foreign language, P3, P5 & P6 stated that they learned English to pass a practical test and final examination at school. Accordingly, they took an English course in informal education. It indicates that they used their

instrumental motivation in language learning as the purpose of passing a particular test or exam. It is in line with Krashen's (2002) statement that instrumental motivation is the learner's desire to achieve proficiency in usage or practical purposes to achieve specific goals such as to pass the examination or use it in their work.

Another finding highlighted that P4, P6 and P8 assumed that international language was important in university admission and searching job. Consequently, they reinforced their English skills in non-formal education to obtain high English proficiency test to achieve those goals. This finding is similar to the findings of Suryasa et al. (2017) that 48% learners' learning English as an international language was oriented for their future career. Undoubtedly, instrumental motivation refers to the desire to learn the language as a means of achieving such goals as career or employment, education, or certain finances (Brown, 2001; Chalak & Kassaian, 2010; Mun, 2011).

Parental support also became the instrumental motivation of the learners to learn English in non-formal language institution, as admitted by P5. Although the idea to join course was from the parents, she was enthusiastic about learning English in non-formal institutions because of her parental support. Ekiz and Kulmetov (2016) argue that one of the factors that influenced motivation was support from others. Therefore, supports from parents were important aspect to boost learners' motivation in learning language.

In addition to the instrumental motivation, P7 explained that the reasons for learning English are being able to communicate well with the native speech community and recognize more cultures of the target language speech community. Based on these objectives, P7 participated in various communities engaging several English native speakers when he got involved in a leadership community. In so doing, he felt happy to speak in the target language and want to understand the lifestyle and culture of the speech community. What was performed by the participant exemplified that integrative motivation emerged from learner's engagement on culture and community's acceptance due to the interest of interaction with people

by learning about their culture and language (Brown, 2001; Chalak, A., Kassaian, 2010; Mun, 2011). Thus, this finding also correlates to Radfar & Lengkanawati's (2020) finding that one of the integrative aspects deals with learner's interest in learning English.

**English Language Skill Difficulties Faced by Learners**

As stated by P1, P4 and P7, the findings pointed out that most of English learners have major difficulties in English reading skill. The learners felt confused in deciding topic, guessing unknown vocabulary, understanding complex reading structure and figurative language, and being bored with the length of text. As argued by P1, P4, P6 and P7, they also had lack mastery of English vocabularies. Similarly, Burrows (2016), Johari et al., (2013) and Noor (2011) found out that the learners deemed reading skill the most complicated skill to master. Referring to Isler and Yildirim (2017), three main categories are sources of anxiety in reading a foreign language, such as personal factors which related to the use of inappropriate reading strategies, lack of self-confidence, high expectations. Therefore, the learners who learned English should have good reading habits to improve their ability.

Listening skill that was considered difficult by the participant P7 depicted the learners' lack of familiarity in vocabulary and sounds they heard. Underwood (1990) explains that the inherent difficulties in listening skill experienced by English learners include the speech speed, opportunity of listening repetition, lack of vocabulary, intonation awareness, listener concentration, teaching ways and kinds of listening media. In line with Underwood (1990), the finding of this study supports the study results by Yousefi (2011) that found out internal and external factors, such as physical factors, environmental factors, material factors, speakers, style, and speaking techniques. This finding correlates to Gilakjani and Sabouri's (2016) findings that some of the problems that learners face with listening skills are quality of recorded materials, cultural differences, accent, unfamiliar vocabulary, and length and speed of listening.

Beside language skill aspect, mastering grammar has attracted the learners' interests to learn more in non-formal education. Mahbub (2018) argues that the most difficult component in learning English faced by learners in grade nine to twelve is grammar. Therefore, the formal education should improve its management for time effectiveness and efficiency to learn English skills and component. It is important because reading and listening skills in English are skills that are tested in the national final examination (Ashadi, 2016). By considering the length of learning time, the learners can feel relaxed during their study. Wahyuni & Umam (2017) argue that the learners should not feel restricted to learn due to the limited duration of learning at school. To conclude, English learners faced several difficulties in each skill. The difficulties are highly regarded as the factor that has attracted or neglected the learners' interests to learn English more in non-formal education.

## CONCLUSION

From the results, it can be concluded that the majority of participants who learn English informal institutions are motivated instrumentally. The majority of these participants learn English because it has become a subject matter in the education curriculum as the requirement of the national final examination. Thus, learners are encouraged to understand and learn languages to get good grades and pass exams. In integrative motivation, only one participant had its motivation because of the interest in English culture and expectation to pursue their study and be part of the native community. However, most learners got difficulty in reading and listening as the required subjects in the national final examination and admitted their lack of vocabulary hinder their mastery of all four skills. Therefore, this study suggests the future study investigate these difficulties further to propose solutions. Some limitations in this research should be taken into account. The first limitation is the limitation of data collection. The researcher only used an interview in

data collection. Hence, this study also suggests the future study to apply various other data collection techniques.

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