

The Effect of Motivation on the Needs of EAP and EOP for Undergraduate Students: The Case of Universitas Pancasila

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ABSTRACT

This study aims at describing the effects of integrative motivation on the needs of English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) of the students of Universitas Pancasila. The study employed the survey method using multiple regression and correlation analysis. The population of the study consisted of 12708 students of Universitas Pancasila. Of that number, 388 counted with the Slovin formula at the significance level of 5% participated in the study. A random sampling method was employed to collect the sample. Data were collected with questionnaires with the 1-6 Likert scale. Data were then analyzed with product moment analysis, multiple regression, F test, and T-test with an alpha of 5%. The writers employed the Version 22 SPSS program. The results of the study indicate (1) the absence of the effect of integrative motivation on the needs of EAP and EOP for the students of Universitas Pancasila, (2) the presence of the effect of instrumental motivation on the needs of EAP and EOP for the students of Universitas Pancasila, and (3) the presence of the joint effect of integrative motivation and instrumental motivation on the needs of EAP and EOP. The needs are closely correlated with integrative motivation and instrumental motivation. The results of the study indicate the improvement of the EAP and EOP curricula for undergraduate students of Universitas Pancasila in particular and all Indonesian higher educations in general.

Keywords: Curriculum of English, fundamental English, English for Academic Purposes (EAP), English for Occupational Purposes (EOP)

INTRODUCTION

The study aims at analyzing the needs of the students of Universitas Pancasila when they learn English, using the theory of integrative and instrumental motivation and need analysis. So far, the English subject has been less popular for students. The chronic condition in the past years has indicated the low English learning motivation of the students of Universitas Pancasila. Such this issue has been an interesting issue of study because English proficiency is an absolute requirement for (Faridatuunnisa, 2020) a prospective career (Yuliah et al., 2016). For students, the needs is even higher because not only are they required to be capable of communication in English but also comprehend academic English accurately and appropriately to support their

studies and master English for Occupational Purposes (EOP) to accelerate their career in the workplace. In other words, EAP and EOP capabilities are required.

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The results of current research revealed that the analytical theory of the needs of academic English plays an important role in the development of EAP and EOP learning materials (Tomlinson, 2012) ; (Piskurich, 2015); (Sun, 2015); (Maulina, et.al, 2021). The target of the study serves as the 'roadmap' for the development of learning design. Results of need analysis before English learning design is developed has to be integrated into the process of subject design development to ensure that in learning English, the students can achieve the expected goals (Richards, 2001); (Nation, et al, 2010).

Some of the factors that significantly affect the success in English learning are teachers, students, curricula, teaching materials, and learning facilities (Viona, 2014); (Navickienė et al., 2015); (SYAMSU, 2017);(Maming et al., 2020) . The recent literature reveals the presence of new variables of integrative motivation and instrumental motivation (Purnamasita, et.al, 2019). The results of the aforementioned studies develop similar confidence that students' motivation serves as a primary element that contributes to the success of the study.

Some studies have investigated the effect of motivation and academic achievement of students in learning general English. Nevertheless, only few have studied integrative and instrumental motivation in Indonesia using the method of need analysis in the designing of the learning of EAP and EOP. This study offers a new alternative perspective in the designing of the learning of EAP and EOP using the needs analysis to enhance successful and effective learning. Therefore, the objective of the present study is to describe the effect of motivation on the students' needs of EAP and EOP.

REVIEW OF LITERATURE

The review of literature deals with integrative and instrumental motivation needs analysis and English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Integrative and Instrumental Motivation

(Gardner, 1985) classified motivation into two: integrative and instrumental. Integrative motivation refers to the intention to learn a language by taking a part in the social culture of the language learned. Meanwhile, instrumental motivation refers to the intention to learn a language due to the professional requirements or belief that the language will be of any benefit later.

Integrative and instrumental motivations are influential factors that affect the effectiveness of the learning of a second language (Cook & Cook, 1993); (Quan, 2014). This proposition completed the initial theory made by (Gardner, 1985) and (Ellis & Ellis, 1994) that the two motivations have made the learners learn a language. When individuals are interested in a culture that they consider good and marvelous, or when they perceive such benefits as an occupational promotion or overseas scholarship opportunities; they are more likely to get motivated to learn willingly.

Not all scholars agree with the aforementioned proposition. People with high motivation do not necessarily achieve higher results than those with lower motivation (R. M. H. Wong, 2010); (Serquina & Batang, 2018), although they acknowledge that the learning style is affected by motivation. However, despite the differences, their results acknowledge that need-driven learning is different from hobby-driven learning. When they perceive that their own culture is much better than the culture of the target language, but globalization has made them learn the language; then such a condition will lead to different learning achievements. However, the results of the studies made them believe that the final results of learning are not exclusively determined by motivation.

Need analysis

Need is classified by (Hutchinson & Waters, 1987) into three terms; "necessities wants, and lacks". The terms refer to what learners need and what materials they should learn. (Glasser, 1990) in the results of her study revealed that learners are not motivated to learn because they perceive that the learning materials are not relevant to their daily life. In line with these problems, (Brown, 1995) created the term 'need analysis' exchangeably called 'need assessment' that refers to the collection of information during the development of curriculum to meet the needs of the learners. (Piskurich, 2015) classified need into two types. They are audience analysis that refers to instructional material development and learning analysis.

Audience analysis is made before the learning process. According to (Piskurich, 2015), audience analysis aspects include age, gender, educational experience, interests, prerequisite knowledge and skills, and many other characteristics that can help the designer to properly evaluate both the learner and the program. Meanwhile, learning analysis is done through three processes: (1) working with the manager (which in this research is working with the lecturers to define what is required, (2) gathering data concerned with the program of developing the instructional material, and (3) analyzing the possible learning to decide which of them the program must cover. The topic, learning objectives, task, content, procedures, and additional information to support the content is considered in doing the learning analysis.

(Piskurich, 2015) is also confirmed by (Gamaru & Batang (2019), (Pangaribuan & Sipayung, 2019) , and (Maulina et.al. (2021), that all learners of English have different needs and objectives. Therefore, need analysis is required before designing a learning curriculum. Through need analysis, learning materials will be established indirectly.

EAP and EOP

(Gillett, 2011) referred to English for Academic Purposes as a strategic subject for the students who are prepared to secure a certain profession soon after they graduate. This subject practically teaches linguistic and culture that will provide some benefits and advantages when

they work in an English-speaking environment. In other words, students learn EAP because they need it to complement their academic achievement.

English for Occupational Purposes is the subject taught to meet the needs of students at a later time because they will be required to use English in their profession. By learning EOP, it is expected that students have English proficiency and skills to function in their various fields of specialization in the occupational world. According to (Ahmadi & Bajelani, 2012), EOP is essential since it trains students to be absorbed in the professional world after graduation.

In Indonesia teaching EAP and EOP is facing a much serious challenge. A more serious effort is required to provide the graduate with the mastery of academic English since English is not a second language learned by this country (Gunadi, 2017). Besides, according to (Solikhah, 2019), the subjects of EAP and EOP are overlapped with General English. The two subjects are designed to teach academic English to the students beyond the English major to improve their academically proficient English skills to provide them with good academic English in their profession.

Due to the intense flow of globalization, the two subjects have to be taught. Therefore, (Gillett, 2011) emphasized remembering the rationale of why students need to learn English, and what they have to learn to meet their needs during the development of the curriculum of both subjects.

METHOD

The study was conducted for the students of Universitas Pancasila. The study employed a quantitative survey. Some 12708 serve as the population of the study. Of that number, 388 served as the sample calculating by the formula of Slovin at the significance level of 5%. The samples were collected with random sampling and data was collected with a 1-6 Likert scale. The scores that measure the variable of the needs of English for the students at the dimension of necessity range from 1 (very unnecessary), 2 (unnecessary), 3 (not really necessary), 4 (quite necessary), 5 (necessary), and 6 (very necessary). The scores of lacks ranges from 1 (very lacking), 2 (lacking), 3 (a bit lacking), 4 (fair), 5 (good), and 6 (very good). Further, the scores used to measure the variable of motivation range from 1 (low), 2 (moderate), and 3 (high).

The writers tested the validity and reliability of the questionnaires of motivation and the needs of English for the students using the product-moment correlation and Cronbach's alpha. The results of the validity and reliability test of the questionnaires of motivation and the needs of English for the students are as follows.

Tabel 1. The Results of the Validity and Reliability Test of the Questionnaires Of Motivation and the Needs of English

Needs	R count	R table	Decision
Necessities:			
Fundamental English	0.652	0.1161	Valid
Academic Writting	0.705	0.1161	Valid
Speaking/Public Speaking	0.693	0.1161	Valid
Discussing/Debating	0.657	0.1161	Valid
Negotiating	0.661	0.1161	Valid
Getting Good Score on TOEFL/IELTS	0.580	0.1161	Valid
Lacks:			
Fundamental English	0.555	0.1161	Valid
Academic Writting	0.457	0.1161	Valid
Academic Speaking/Public Speaking	0.558	0.1161	Valid
Discussing/Debating	0.511	0.1161	Valid
Negotiating	0.530	0.1161	Valid
Getting Good Score on TOEFL/IELTS	0.550	0.1161	Valid
Wants:			
Fundamental English	0.722	0.1161	Valid
Academic Writting	0.685	0.1161	Valid
Academic Speaking/Public Speaking	0.750	0.1161	Valid
Discussing/Debating	0.725	0.1161	Valid
Negotiating	0.744	0.1161	Valid
Getting Good score on TOEFL/IELTS	0.635	0.1161	Valid
Motivation:			
Integrative	0,529	0.1161	Valid
Instrumental	0,529	0.1161	Valid

The table indicates that all items of the questionnaires of the needs of English and motivation have r count higher than r table. Therefore, all items are declared valid.

The writers also tested the reliability. The results of the reliability test of the questionnaire of the needs of English is 0.931. Therefore, the writers declare that questionnaire of the needs of English for the student has high reliability. The category of coefficient of reliability based on (Guilford, 1950) ranges from $0.80 < r \leq 1.00$ (high reliability), $0.60 < r \leq 0.80$ (high reliability), $0.40 < r \leq 0.60$ (moderate reliability), $0.20 < r \leq 0.40$ (low reliability), and $-1.00 \leq r \leq 0.20$ (very low reliability / not reliable). Meanwhile, the results of the reliability test of the questionnaire of motivation are 0.684 (high reliability).

Data were analyzed with product-moment correlation, multiple regression, F test, and T-test with alpha 5 %. The writers used the program of version 22 SPSS.

RESULTS

Results of Descriptive Analysis of Questionnaire of Motivation

Results of the descriptive analysis of the questionnaire of motivation are shown in the following table.

Tabel 2. Results of the Descriptive Analysis of the Questionnaire of Motivation

Statement Item	Mean	Median	Modus	Deviation Standard	Varians	Categeroy
Integrative Motivation	2.43	2.00	3	0,612	0,375	High
Instrumental Motivation	2,69	3.00	3	0.512	0,262	High

Results of Descriptive Analysis of the Questionnaire of the needs of English

Results of descriptive analysis of the questionnaire of the needs of English are presented in Table 3.

Tabel 3. Descriptive Analysis of the Questionnaire of the Needs of English

Needs	Average	Median	Modus	SD	Varians
Necessities:					
Fundamental English	5.33	6	6	1.122	1.260
Academic Writting	5.12	5	6	1.092	1.193
Academic Speaking/ Public Speaking	5.41	6	6	1.009	1.019
Discussing/Debating	4.98	5	6	1.119	1.253
Negotiating in English	5.07	5.00	6	1.110	1.232
TOEFL/IELTS	5.09	5	6	1.159	1.343
Lacks:					
Fundamental English	4.17	4	5	1.136	1.291
Academic Writting	3.61	4	4	1.179	1.391
Academic Speaking/ Public Speaking	3.49	4	4	1.156	1.336
Discussing/Debating	3.15	3	3	1.159	1.344
Negotiating in English	3.19	3	3	1.206	1.453
TOEFL/IELTS	3.39	3	3	1.206	1.162
Wants:					
Fundamental English	4.92	5	6	1.124	1.264
Academic Writting	4.60	5	6	1.329	1.765
Academic Speaking/ Public Speaking	4.83	5	6	1.261	1.590
Discussing/Debating	4.60	5	6	1.384	1.916
Negotiating in English	4.63	5	6	1.362	1.855
TOEFL/IELTS	4.78	5	6	1.414	1.999

Data Requirement Test***Data Normality Test***

The writers used the normality test with Skewness. Results of normality test to the data of integrative motivation resulted in the score of 0.124, while the data of instrumental motivation resulted in the score of 0.124, and the needs of English resulted in the score of 0.124. The normal skewness point ranges from -1.96 to 1.96. Therefore, the three variables of the study have normal data.

Linearity Test***Linearity test of the effect of integrative motivation on the needs of English for the students of Universitas Pancasila***

Because the significance level of the deviation from linearity is $0.113 > 0.05$ then the integrative motivation with the needs of English for the students of Universitas Pancasila has a linear correlation.

Linearity test of the effect of instrumental motivation on the needs of English for the students of Universitas Pancasila

Because the significance level of the deviation from linearity is $0.324 > 0.05$ then the instrumental motivation with the needs of English for the students of Universitas Pancasila has a linear correlation.

Hypothesis Test***Multiple Correlation Test***

The correlation between integrative motivation and instrumental motivation to the needs of English for the students is 0.225. Integrative motivation and instrumental motivation have a positive yet low correlation.

Multiple Regression Test

Results of multiple regression have resulted in $\hat{Y} = 62.443 + 1.669 + 5.132$ which means that each increase of one score of integrative motivation will increase the needs of English for the students by 1.669 and each increase of one score of instrumental motivation will increase the needs of English for the students by 5.132.

Determinant Coefficient Test

The coefficient of the determinant is 5.1% which means that the variable of the needs of English for the students is explained by the variable of integrative motivation and instrumental motivation by 5.1 % and the remaining 94.9% is affected by other variables beyond this scope of the study.

T-Test***The effect of integrative motivation on the needs of English for the students of Universitas Pancasila***

Because the significance level is $0.225 > 0.05$ then there is no effect of integrative motivation on the needs of English for the students of Universitas Pancasila.

The effect of instrumental motivation on the needs of English for the students of Universitas Pancasila

Because the significance level is $0.002 < 0.05$ then there is an effect of instrumental on the needs of English for the students of Universitas Pancasila.

F Test

The joint effect of integrative motivation and Instrumental motivation on the needs of English for the students of Universitas Pancasila

Because the significance level is $0.000 < 0.05$ then there is a joint effect of integrative motivation and instrumental motivation on the needs of English for the students of Universitas Pancasila.

DISCUSSION

The results show that the students of Universitas Pancasila have the high integrative motivation and instrumental motivation as indicated by the mean score of the questionnaire of integrative motivation by 2.43 and instrumental motivation by 2.69, respectively. The results of the descriptive analysis show that students of Universitas Pancasila have the high integrative motivation and instrumental motivation to learn EAP and EOP. The integrative motivation of the students has driven them to learn EAP and EOP because the students expect to communicate with native speakers of English. Meanwhile, instrumental motivation has driven the students to learn EAP and EOP to secure a job or career. The results of the mean of integrative motivation and instrumental motivation for the students of Universitas Pancasila show that instrumental motivation has a higher mean (2.69) than integrative motivation (2.43). Therefore, students of Universitas Pancasila are more interested in learning English to enhance their capability which is expected to lead to a better career than mere communication with native speakers or becoming a part of the English-speaking community.

The results of the study on the needs of English for the students of Universitas Pancasila found the highest mean for the needs of public Speaking (5.41) and the lowest mean for discussion and debate capability (3.15). Based on the descriptive analysis, students of Universitas Pancasila need EOP for Public Speaking most to enhance their career after graduation. On the other hand, students of Universitas Pancasila need English for discussion and debate less since they perceive that discussion or debate do not contribute much to their career in the future.

With the significance value of $0.225 > 0.05$ integrative motivation does not affect the the needs of English for the students of Universitas Pancasila. The results of this study confirm (R. M. H. Wong, 2010) which also investigated the motivation of English learners in the Mainland of China and Hong Kong. In his study, (R. M. H. Wong, 2010) found that integrative motivation has no significant effect on the the needs of English for learners, particularly the learners in the Mainland of China. Rather than expecting to become a part of global culture, they learn English merely driven by instrumental motivation.

Results of the hypothesis test revealed that students of Universitas Pancasila have higher instrumental motivation than integrative motivation. Students of Universitas Pancasila learn English because they need English to enhance their career and they perceive that English is a subject that may improve their academic capacity. However, (Zanghar, 2012) found that students of EFL in Libya have higher integrative motivation than instrumental motivation because the students intend to learn more about English-speaking people and their culture, and

the students have a strong positive attitude to learn English culture. The study also found the absence of correlation between the motivation of students in Libya and their achievement to learn English as a foreign language. (Wang, 2014) suggested that one of the practical ways to improve the opportunities of students to interact with English-speaking people is facilitating the interaction through the Internet. For example, learners can participate in joint-project through the Internet with students of English-speaking countries for academic, cultural, and communicative purposes. The activities will improve the integrative motivation of students in learning English. (Y. M. Wong, 2011) suggested that motivation is a vital factor of education, especially in the learning of a second language. It has been a long-standing debate whether either instrumental motivation or integrative motivation has a higher effect on students. Results of Wong, Yin Mun's study revealed that instrumental motivation is likely more important for students in learning a second language than integrative motivation.

With the significance level of $0.002 < 0.05$ instrumental motivation affects the the needs of English for the students of Universitas Pancasila. (Loo et al., 2019) revealed that students have the high integrative motivation and instrumental motivation to learn English. Their instrumental motivation was found a little higher than integrative motivation. The study also suggested a significantly positive correlation between students' motivation and academic achievement. (Nguyen, 2019) found that students who participated in this study were strongly motivated in the learning of English, and were motivated to learn instrumentally. (Radfar & Lengkanawati, 2020) found that the motivation of students who majored in English was quite high. Besides, they were more motivated instrumentally than integratively. Results of the study found a significant effect of students' instrumental motivation on the needs of English. (Hong & Ganapathy, 2017) found that students had higher instrumental motivation than integrative motivation in the learning of ESL. Instrumental motivation had a higher effect on the students' learning of English. (Tambunan & Siregar, 2016) claimed that instrumental motivation is dominant in the learning of English because learners perceive that instrumental motivation is important in the learning of English. However, related to integrative motivation, the results of the study proved that learning English that requires learning of English culture had a minor effect on the motivation of English learners. (Qashoa, 2006) tested students' instrumental motivation and integrative motivation to learn English and identified the factors affecting students' motivation. They found that students had higher instrumental motivation than integrative motivation. (Vaezi, 2008) claimed that Iran students had very high motivation and positive attitude in learning English and they are motivated instrumentally.

With the significance level of $0.000 < 0.05$ integrative motivation and instrumental motivation has a joint effect on the the needs of English for the students of Universitas Pancasila. Integrative motivation and instrumental contribution contributed to the learning of a second or foreign language. Teachers, classroom atmosphere, materials, and facilities, as well as personal characteristics of students, affect individual motivation in the classroom (Bernaus & Gardner, 2008). (Moiinvaziri, 2008) claimed that students were motivated instrumentally and integratively.

Furthermore, this study also found that when applied jointly with the significance level of $0.000 < 0.05$, integrative motivation and instrumental motivation have a joint effect on the needs of English for the students of Universitas Pancasila. The finding is relevant to (Serquina & Batang, 2018) that investigated the relationship between sex and nature of parents' occupation and

psychological and English proficiency of students. Results of their study found that there was an effect on the needs of English when integrative motivation and instrumental motivation were integrated. Instrumental motivation includes the factors that require English to communicate well, and integrative motivation is related to the history of the Philippines as the American colony and makes English the second language in their country.

CONCLUSION, IMPLICATION, AND SUGGESTION

This study analyzes the effect of integrative motivation and instrumental motivation on the needs of EAP and EOP for the students of Universitas Pancasila. Results of the study revealed that there was no significant effect of integrative motivation on the needs of EAP and EOP for the students of Universitas Pancasila. The intention to learn English to become a part of English-speaking culture was absent. They learn EAP and EOP, however, due to the instrumental motivation to enhance their future occupational career.

Results of this study imply the improvement of the curriculum of EAP and EOP for undergraduate students of Universitas Pancasila in particular and other universities in general. The low motivation of learning English for the students of Universitas Pancasila has resulted from the perception that the materials are not suitable for their needs.

Based on the results of the study, need analysis should be made before designing a curriculum of English learning to ensure effective achievement of the objective and the meeting of learners' needs.

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