

CHAPTER V

CONCLUSION

The findings of the study have important implications for a number of specific areas within the theory and practice of language teaching. Most importantly, the results confirm that, even in the very academic context of college EFL education in Indonesia, there is an aspect of language learning motivation that remains socially grounded. The present findings can be seen to be consistent with a number of previous studies that combine to indicate the need for a multi-factorial conception of socio-psychological antecedents of motivation in foreign language learning. Orientations so far identified include; a desire to make greater contact with foreigners, a wish to travel abroad, an interest in comparative culture, English media use, personal development, the need to succeed at work or school, and identification with native speakers.

One of the most striking features of the current findings was that each orientation emerged as separate and distinct consideration in the perception of these college's EFL learners in Indonesia. The post survey interviews were particularly useful for interpreting the data and served to confirm the importance of both these aspects in the perceptions of the respondents. Of special importance was the appearance of a certain degree of disaffection with the modes of thought and behaviour currently prevalent in Indonesian society. While feelings of socio-cultural disaffection are to be expected to teenagers generally, it seems to be

particularly significant within the perception of the value of English held by Indonesian university students. The place of English as an International *lingua franca* makes it more likely that these students see learning English as a bridge to the global community rather than as a means of integrating with native speakers. This is confirmed in the present findings, both by the nature and importance of the English media, socio-cultural, instrumental, knowledge, xenophilic, and travel orientations, and the respondents apparent neutrality towards identification with the values and behaviour of native speakers. Indeed, the social conditions surrounding most core-culture Indonesian tend to develop strong feeling of the ethnocentricity which suggests that these students are unlikely to give up their cultural identity easily. As such, this represents an important consideration for future investigations of the socio-psychological influences that affect motivation in Indonesian EFL learners.

A further implications of the present results is that future research into the motivation of college students learning EFL in Indonesia should be adapted to include the above mentioned orientations as potentially independent considerations. The number of the respondents involved in the current study was relatively small, making it imperative to confirm the findings with a larger sample of students of various ages from junior to senior. Of particular interest is investigation of the presence, or absence, of integrativeness toward some other socio-linguistic group. This can be explored through inclusion of attitude scales that refer to social groups that may be the focus integrativeness such as native speakers, or users of English as a foreign language. Should significant correlations

be found between the orientations that emerge, and positive attitudes towards some other socio-linguistic groups, then this can be taken as confirmation of the relevance of Gardner's socio-educational model within the specific context of EFL in Indonesia. In the mean time, however it seems preferable to avoid the interpretation of research following the socio-psychological paradigm in terms of two-way split between integrative and instrumental orientations, for this particular context.

Overall, the current study identifies a number of important features that characterize the orientations that Indonesian college students have towards learning EFL as part of their curriculum. While it is clear that the findings need to be both confirmed and developed through further research, they at least go part way towards developing a picture of the students' existing outlook and interests that can be used to improve the relevance EFL programs provided. By attuning the content and objectives of the courses to the interests and enthusiasms of the students, it is hoped that we can improve the students' ongoing motivation in the task of mastering a foreign language.

LIST OF REFERENCES