
Integrative motivation and speaking achievement: A study of Indonesian L2 learners of English**Tiofani Yasimawarni Saragih, Adaninggar Septi Subekti***

Universitas Kristen Duta Wacana, Indonesia

*Corresponding Author; Email: adaninggar@staff.ukdw.ac.id

ABSTRACT

The study investigates English as a second/foreign language (L2) learners' integrative motivation and its influence on their L2 speaking achievement. It employed a survey method and used speaking test scores to measure L2 speaking achievement. 188 Indonesian L2 learners from non-English departments participated in this study. This study was conducted to fill the gap in the motivation literature which underrecruited L2 learners from non-English departments and lacked quantitative studies involving a sufficient number of such participants in the Indonesian context. Using descriptive statistics on SPSS, the study found that learners generally reported a high level of integrative motivation. Their motivation to make friends with native English speakers was slightly higher than their motivation to learn about native speakers' cultures and to be involved in native speakers' communities. Through bivariate linear regression, the study found that learners' integrative motivation did not influence their L2 speaking achievement. These findings suggested despite integrative motivation being established in L2 literature, it did not always translate into motivated behaviours. This also calls for a re-examination of some pedagogical practices orienting towards native speakers and their cultures.

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Despite the possible contributions of many studies on second/foreign language (L2) motivation and L2 achievement, several areas may need to be further investigated, especially in the Indonesian context. In this L2 learning context, studies on motivation and speaking achievement were conducted in vocational high schools (Ratnawati et al., 2019), in senior high schools (Ihsan, 2016; Menggo, 2018), and in English departments (Astuti, 2019; Ritonga et al., 2020; Widayanti et al., 2019). Specific to integrative motivation, furthermore, studies have involved learners from English departments (Aspuri et al., 2019; Kholid & Supriyadi, 2019; Noviana & Ayu, 2022; Siahaan et al., 2022; Susanto, 2020) and high schools (Muslim et al., 2020; Wisnuwardhani, 2022; Yulia, 2013). It can be seen that L2 learners from non-English departments are thus far fairly underrepresented in the plethora of L2 motivation, at least in the Indonesian context. In an English as a foreign language (EFL) context such as Indonesia where contact and exposure to English outside the classroom context is minimal, the motivation to find the opportunity to learn the target language of L2 learners who do not specifically study English may be more essential. Another reason is that motivation studies in Indonesia thus far only involved a limited number of participants. For this reason, it is potentially relevant and important to conduct a quantitative study involving more participants. The findings of such a study may be used to see L2 motivation from an eagle-eyed perspective from which further more in-depth studies can be conducted. Among several motivation constructs, investigating integrative motivation, a desire to learn a language attributed to interest in the native speakers of the language and their cultures (Gardner, 1985), could be strategic. That is because thus far English instructions in Indonesia are still largely oriented towards native speaker norms and cultures. Furthermore, as the plethora of motivation literature has reiterated the positive influence of motivation on L2 learning, it also becomes necessary to investigate the extent to which integrative motivation influences L2 achievement. That is because, as Moskovsky et al. (2016) stated, L2 learning is "about achievement, that is, about attaining an adequate level of proficiency" (p. 3).

The rationale being said, the present study intends to answer the following research questions. First, to what extent is the level of Indonesian L2 learners' integrative motivation? Second, is there any interaction between learners' integrative motivation and their L2 speaking achievement?

Integrative Motivation in L2 Learning

Motivation has been widely accepted among teachers and researchers as one of the factors influencing the success of second/foreign language (L2) learning (Dornyei, 2005). Motivation is believed to determine human behaviours by giving the energy and direction to reach objectives. The acknowledgement of the importance of motivation in language learning can be traced back at least from the 1950s with the seminal work of Gardner and Lambert (1959) and motivation studies have caught the attention of numerous researchers until now.

Of the many motivational constructs introduced by researchers, one of the most prominent is the concept of integrative motivation. It is a desire to learn a language attributed to interest in the native speakers of the language and their cultures (Gardner, 1985). Integrative motivation is derived from a personal interest in establishing social relationships with the target language group without demanding direct contact with the target language community (Dornyei, 1990). Learners with a high integrative motivation are thought to exert more effort and work harder to learn L2 than those with a low integrative motivation (Clément et al., 1994).

Despite years of development in the plethora of L2 learning motivation literature and several new motivation concepts that emerged (Subekti, 2017), the integrative motivation concept seems to be popular among researchers to this day. This can be seen from empirical studies in this field in various L2 contexts, for example in the Netherlands (Jauregi et al., 2012), Saudi Arabia (Khorsheed, 2021), United Arab Emirates (Al-Ta'ani, 2018), China (Amoah & Yeboah, 2021; Yu & Downing, 2012), and Malaysia (Hong & Ganapathy, 2017; Samad et al., 2012), to name a few. A study involving 61 Dutch as L2 learners by Jauregi et al. (2012) reported learners' high appreciation towards native speakers' cultures they encountered through video-web communications. Similarly in a Chinese as L2 context, a study involving international learners of Chinese also revealed that the intention to learn Chinese was fuelled by their interest in the Chinese culture (Yu & Downing, 2012). Likewise, in an English as L2 context, a quantitative study by Samad et al. (2012) involving Iranian L2 learners also reported that learners desired to interact more with native English speakers and become a part of their community. A recent study involving 88 Saudi Arabian university learners by Khorsheed (2021) reported that learners' habitual use of English media, especially TV programmes, had a role in developing their integrative motivation. This motivation also had a positive influence on their achievement in their English language course.

Furthermore, a high level of integrative motivation of learners has been reported in several studies (Al-Ta'ani, 2018; Amoah & Yeboah, 2021; Hong & Ganapathy, 2017). In the study involving 50 L2 learners in Dubai by Al-Ta'ani (2018), however, the level of integrative motivation was lower than their instrumental motivation. The same finding was also reported by Amoah and Yeboah (2021) whose study involved 75 Chinese learners of English and Hong and Ganapathy (2017) whose study involved 12 secondary school learners. These findings suggested learners' desire to gain the pragmatic benefits of learning English surpassed their interest towards native speakers and their cultures. Despite these findings, these studies found that integrative motivation influenced learners' L2 learning.

L2 Motivation and L2 Speaking Achievement

L2 achievement is often thought to be the end goal of L2 learning (Moskovsky et al., 2016). Regarding motivation and the learning of speaking, motivation is considered an essential factor in engaging learners to be more interested in L2 speaking (Fatimah et al., 2019). It also helps learners to get involved in English speaking environment, becoming the driving force to demonstrate their best performance to achieve better L2 achievement (Widayanti et al., 2019).

Several studies in different L2 contexts investigated the possible relationships between L2 motivation and L2 achievement (Gardner, 2012; Hernández, 2006; Li & Pan, 2009; Zhang et al. 2020). In a Spanish as L2 context, a study involving 130 American learners of Spanish by Hernández (2006) reported integrative motivation as a significant predictor of learners' L2 speaking achievement. In China, a study involving 65 junior high school learners of English by Li and Pan (2009) reported that instrumental motivation influenced both high achievers and low achievers. However, high achievers had

a higher level of integrative motivation than their low counterparts. Furthermore, involving 216 Polish L2 learners of English, a study by Gardner (2012) reported that learners' integrative motivation was a consistent predictor of grades in English and this was unaffected by either class environment or gender acting as covariates.

In the Indonesian context, studies have also been conducted investigating the association between motivation and L2 speaking achievement (Astuti, 2019; Fatimah et al., 2019; Rahardjo & Pertiwi, 2020; Ratnawati et al., 2019; Widayanti et al., 2019). For example, some studies reported significant relationships between the two variables. This can be seen from, for example, a study involving 30 learners from an English department by Astuti (2019) and a study involving 36 learners from an English department by Fatimah et al. (2019). Involving 25 Indonesian vocational high school learners, Ratnawati et al. (2019) also reported a significant correlation between motivation and L2 speaking achievement. These aforementioned findings suggest that there is a potential interlink between L2 motivation and L2 achievement.

METHOD

This study employed a quantitative method of distributing paper-based questionnaires. This method is particularly popular in the field of L2 motivation both outside Indonesia (Al-Oliemat, 2019; Azar & Tanggaraju, 2020; Gholami et al., 2015; Khorsheed, 2021; Rahman et al., 2021; Samad et al., 2012) and in Indonesia (Muktianingsih & Azhar, 2021; Sukri et al., 2021; Syafrizal & Maulina, 2019). The choice of conducting this survey study was, apart from its suitability with the research objectives and its popularity in the field, also attributed to its merits of being able to involve many participants in a relatively short period.

The study employed convenience sampling. It means that participants were recruited from a conveniently available target participant group (Dornyei, 2007; Gray, 2014). 201 Indonesian non-English department learners filled in the paper-based questionnaires. Nevertheless, only the data from 188 learners were processed further. Thirteen learners missed their speaking test; thus, their data were deemed incomplete and excluded from further analysis. Of the 188 participants, 83 (44.1%) were males whilst 105 (55.9%) were females. They studied in different departments and the details can be seen in Table 1.

Table 1. Participants' Departments

No	Departments	Number of participants	Percentage
1.	Accounting	17	9.0%
2.	Architecture	25	13.3%
3.	Biology	23	12.2%
4.	Informatic	20	10.6%
5.	Information System	27	14.4%
6.	Management	38	20.2%
7.	Medical	28	14.9%
8.	Product Design	10	5.3%
	Total	188	100%

These participants were L2 learners taking a General English (GE) course, an obligatory integrated English course taken by all learners from non-English departments at a university in Java, Indonesia. Though obligatory, this course was non-credited and treated as a matriculation course preparing them to take English for Specific Purposes classes in their respective departments upon the completion of the GE programme.

Involving non-English department learners was based on several rationales. First, many studies on motivation in Indonesia involved learners from English departments (Aspuri et al., 2019; Kholid & Supriyadi, 2019; Mahendra et al., 2022; Muktianingsih & Azhar, 2021; Nailufar, 2018; Noviana & Ayu, 2022; Siahaan et al., 2022; Susanto, 2020). Hence, involving L2 learners who may likely have different characteristics may offer new insights in the field. Some studies involved learners from English departments in their investigations of possible interaction between motivation and speaking achievement (Kitjaroonchai & Kitjaroonchai, 2012; Li & Pan, 2009). Nevertheless, studies contemplating the possible interaction between integrative motivation and speaking achievement involving non-English department learners are quite scarce, let alone in Indonesia. With English being a foreign language in

Indonesia, exposure to such learners outside the classroom context is minimal. Hence, their motivation may play a role in their L2 achievement.

The instruments used in this study were questionnaires and a speaking test. The background questionnaire required participants to fill in their names, ages, and gender. This main questionnaire on integrative motivation was adapted from the Likert-scale questionnaire on integrative motivation from the Attitude/Motivation Test Battery (AMTB) (Gardner, 2004). An example of the items is “Studying English is important to me because I can understand native English speaker culture and tradition.” These questionnaire items were translated into Indonesian so that participants could understand the content. Back translation into English was done to ensure the accuracy of the translation from the original. The participants were required to respond to the questionnaire items using five possible responses: “strongly agree”, “agree”, “undecided”, “disagree” and “strongly disagree”. For easier data presentation, in this report, the twelve items are divided into three categories. They are “motivation to learn the cultures of native English speakers” (items 1, 4, 7, 9, and 11), “motivation to make friends with native English speakers” (items 3, 6, and 10), and “motivation to be involved in native English speaker community” (items 2, 5, 8, and 12).

Furthermore, the second instrument was a speaking test in the form of individual English presentations in class. It was conducted by GE class teachers in the fifth meeting of the semester. In the test, learners were required to present a strategic, nature and society-friendly business plan. Their performances were evaluated in terms of content (product knowledge and visuals), fluency, and accuracy. The test contributed to 20% of learners' overall grades in GE class.

The paper-based questionnaires in the Indonesian language were distributed to learners from 6 March 2023 to 17 March 2023. The data were then recorded into SPSS 25. The responses on the Likert-scale items were recorded as follows: 5 points for “strongly agree”, 4 for “agree”, 3 for “neutral”, 2 for “disagree”, and 1 for ‘strongly disagree’. Furthermore, the data on the L2 speaking achievement was obtained from the GE class teachers in the form of speaking test scores in the range of 0-100. These data were recorded into SPSS per the corresponding learners' names.

To answer the first research question on the level of learners' integrative motivation, descriptive statistics was conducted and the data are presented in the forms of means, percentages, and standard deviations. To answer the second research question on the interaction between learners' integrative motivation and their L2 speaking achievement, a bivariate linear regression formula was conducted with motivation as the independent variable and achievement as the dependent variable.

This study employed principles of research ethics. Gatekeeper consent, allowing for access to the potential participants (Ramathan et al., 2016), was obtained from the Director of the Language Centre responsible for managing the GE courses at the university. To ensure voluntary participation, the consent form was provided on the first page of the questionnaire set. It detailed the purposes of the study, our identities, and our rights and responsibilities as participants (Cohen et al., 2018). They were informed that they could withdraw their participation at any time. We designed the questionnaire to be simple and easy to complete. They only needed approximately seven minutes to complete the questionnaire, indicating the implementation of the non-maleficence principle (Israel & Hay, 2006; Newman & Kaloupek, 2009). Finally, though we knew the real names of the participants because we needed to record their speaking test scores from the GE teachers, their confidentiality was maintained throughout this report (Gray, 2014).

RESULTS AND DISCUSSION

Results

Learners' level of integrative motivation

To answer the first research question on learners' level of integrative motivation, the questionnaire data were recorded into SPSS 25 and analysed using descriptive statistics. The twelve items on integrative motivation had .86 Cronbach's alpha coefficient, indicating internal reliability. The mean score of the twelve items was 50.88 indicating the average mean score of 4.24, suggesting the learner participants' high level of integrative motivation.

As mentioned in the Methods section, for a more thorough presentation of data, the questionnaire items are divided into three categories: “motivation to learn the cultures of native English speakers”, “motivation to make friends with native English speakers”, and “motivation to be involved in native English speaker community”. The detailed results of the first category involving items 1, 4, 7, 9, and 11 can be seen in Table 2.

Table 1. Motivation to Learn the Cultures of Native English Speakers

Item No.	Statements	Mean Scores	Std. Dev.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Studying English helps me to understand the culture and traditions of native English speakers.	4.36	.62	40.4%	57.4%	0%	2.1%	0%
4.	Studying English helps me to better understand the ways of life of native English speakers.	4.18	.74	31.4%	61.7%	0%	6.9%	0%
7.	Studying English allows me to participate in the cultural activities of native English speakers.	4.03	.83	24.5%	64.9%	0%	10.1%	0.5%
9.	Studying English helps me to understand the arts, literature and history of native English speakers.	4.14	.71	27.4%	65.7%	0%	7.0%	0%
11.	Studying English enables me to learn the culture of native speakers of English.	4.15	.73	28.4%	64.2%	0.5%	7.0%	0%

As seen in Table 2, all the mean scores were more than 4, indicating a high level of motivation to learn the cultures of native speakers. Item 1, “studying English helps me to understand the culture and tradition of native English speaker” produced the highest mean score, at 4.36. 184 participants (97.8%) approved of the statement. Item 4, “Studying English helps me to better understand the ways of life of native English speaker” produced the second highest mean score, at 4.18. 175 participants (93.1%) agreed and 13 participants (6.9%) disagreed with the statement. Furthermore, items 9 and 11 produced high mean scores of 4.14. and 4.15 respectively. 176 participants (93.6%) supported item 9 “Studying English enables me to learn the culture of native speakers of English”. 175 participants (93.1%) acknowledged item 11 “Studying English helps me to understand English arts, literature and history of native English speaker”, suggesting the connection between learning English and learning native speakers’ cultures. The lowest mean score in the category was from item 7, “Studying English allows me to participate in cultural activities of native English speaker”. It obtained 4.03. Even so, it was still considered high. 168 participants (89.4%) agreed with the statement whilst only 20 participants (10.6%) disagreed with it. These findings highlighted the participants’ high regard for native English speakers’ cultures in learning English.

Next, the detailed results of the second category encompassing items 3, 6, and 10 on motivation to be involved in the native English speaker community can be seen in Table 3.

Table 3. Motivation to be involved in the Native English Speaker Community

Item no.	Statements	Mean Scores	Std. Dev.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3.	Studying English enables me to participate more freely in activities among native English speakers.	4.14	.78	30.3%	61.7%	0%	8%	0%
6.	Studying English helps me to join with English community and learn about their values and beliefs.	4.14	.79	28.7%	63.8%	0%	7.4%	0%
10.	Studying English enables me to discuss interesting topics with native English speakers from English national backgrounds.	4.33	.71	42.6%	52.7%	0%	4.8%	0%

From Table 3, it can be seen that all the items produced high mean scores of above 4.0, indicating learners' generally high integrative motivation regarding being involved in the native English speaker community. Item 10, "Studying English enables me to discuss interesting topics with native English speakers from English national backgrounds" produced the highest mean score, at 4.33. 179 participants (95.3%) approved of the statement, whilst 9 participants (4.8%) disagreed with it. Items 3 and 6 obtained the same mean scores, at 4.14. 173 participants (92%) approved item 3, "Studying English enables me to participate more freely in activities among native English speakers". 174 participants (92.5%) approved item 6 "Studying English helps me to join with English community and learn about their values and beliefs". These findings suggested learners' beliefs that studying English could enable them to be involved in the native-speaker community.

Furthermore, the detailed results of the participants' responses to the third category "Motivation to make friends with native English speakers" can be seen in Table 4.

Table 4. Motivation to Make Friends with Native English Speakers

Item no.	Statement	Mean Scores	Std. Dev	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
2.	Studying English is important because it will help me to be more comfortable with native speakers of English.	4.17	.74	30.9%	62.2%	0.5%	6.4%	0%
5.	Studying English helps me to easily make friends with native English speakers.	4.39	.58	42%	56.4%	0%	1.6%	0%
8.	Studying English is important to interact more easily with native speakers of English	4.53	.56	55.3%	43.6%	0%	1.1%	0%
12.	Studying English enables me to keep in touch with native English speaker acquaintances.	4.32	.64	38.8%	58.2%	0%	3%	0%

As can be seen in Table 4, the mean scores of the four items in this category are slightly higher than those in the first and second categories. It means that motivation to make friends with native speakers seemed to be higher than motivation to learn about native speakers' cultures or be part of their community. Item 8, "studying English is important to interact more easily with native speakers of English" produced a mean score of 4.53, the highest in this category. 186 participants (98.9%) supported the statement. Item 5, "studying English helps me to easily make friends with native English speakers" produced a mean score of 4.39, the second highest. 185 participants (98.4%) supported the statement. Item 12 "Studying English enables me to keep in touch with native English speaker acquaintances" produced a mean score of 4.32 where 182 participants (96.8%) agreed with the statement. Lastly, item 2 "Studying English is important because it will help me to be more comfortable with native speakers of English" produced a mean score of 4.17. Though the mean score was the lowest in this category, 175 participants (83.1%) indicated their agreement with the statement.

All in all, the results suggested that the learner participants reported a high level of integrative motivation. Among the three categories, results suggested that learners' motivation to make friends with native speakers was slightly higher than their motivation to learn about their cultures or be part of their community.

Interaction between learners' integrative motivation and their L2 speaking achievement

To find the interaction between learners' integrative motivation and their L2 speaking achievement, a bivariate linear regression was conducted with learners' integrative motivation as the independent variable and learners' L2 speaking achievement as measured with their speaking test scores as the dependent variable. The results can be seen in Table 5.

Table 5. The Regression Result with Learners' L2 Speaking Achievement as the Dependent Variable

Regression Weights	R^2	β	t	F	P
Integrative Motivation → L2 Speaking Achievement	.003	-.085	-.739	.546	.461

From Table 5, it can be seen that learners' integrative motivation did not influence their L2 speaking achievement, $\beta = -.09$, $F(1, 186) = .55$, $p < .46$. The value of the R^2 was .003, indicating that integrative motivation could only explain .3% (less than one per cent) of the total variance in L2 speaking achievement. Thus, it is safe to say that in this study learners' integrative motivation barely influenced their speaking achievement.

Discussion

Learners' level of integrative motivation

The discussion regarding the findings of the first research objective will be presented in three different parts per the categories of the questionnaire to allow a more thorough analysis.

Motivation to learn the cultures of native English speakers

This study found a high level of integrative motivation regarding learning the cultures of native English speakers. This finding was similar to the findings of several previous studies in various L2 contexts (Gholami et al., 2015; Hanyeq et al., 2018; Jauregi et al., 2012; Kitjaroonchai & Kitjaroonchai, 2012; Samad et al., 2012; Yu & Downing, 2012). For example, in a Dutch as L2 context, a study involving 61 learners by Jauregi et al. (2012) reported that the majority of the participants highly appreciated the cultures of Dutch native speakers. In Chinese as an L2 learning context, a study involving 35 non-Asian learners from European countries by Yu and Downing (2012) reported that the participants learned the Chinese language for their interest in Chinese culture. In line with these studies, studies in English as L2 learning contexts also suggested similar findings. A mixed-method study involving 137 Thai English department learners by Kitjaroonchai and Kitjaroonchai (2012) found that most participants indicated their agreement that by studying English, they could better understand English native speakers' lifestyles. More recent studies also suggested that learners seemed to be interested in the art, culture, literature and history of native speakers when learning an L2 (Al-Oliemat, 2019; Muktianingsih & Azhar, 2021; Nailufar, 2018). These rather uniform findings may be attributed to exposure to native speakers' culture in L2 instruction, which indirectly nurtured learners' positive attitudes towards it.

Motivation to be involved in the native English speaker community

This study found that learners' motivation to be involved in native English speakers' communities was high. This finding was similar to the findings of several previous studies in Thailand (Kitjaroonchai & Kitjaroonchai, 2012) and Indonesia (Muktianingsih & Azhar, 2021; Nailufar, 2018; Putri & Winarta, 2021; Sukri et al., 2021) mostly involving learners from language departments. Kitjaroonchai and Kitjaroonchai (2012) reported that Thai learners from the English department considered it important to participate in the social activities of native English speakers' community. In Indonesia, a mixed-method study involving 30 English department learners by Nailufar (2018) also reported that their desire to be involved in the native English speaker community was particularly high. The findings of the present study as well as those of the aforementioned previous studies may suggest that generally L2 learners from EFL contexts regarded native English speakers' community as one of the ideal venues where they could communicate in English authentically.

Motivation to make friends with native English speakers

This study also found that learners' high level of motivation to make friends with native English speakers. The level was the highest among the three categories in the present study. This may suggest that as much as they looked up to native speakers and their cultures, the dimension where they could make friends with them was the most prevalent. A quantitative study by Aljuaid (2021) involving 157 Arabian university learners also reported that the participants viewed learning English to be necessary to communicate with people globally. Other studies in Asia suggested that many participants viewed

English as a way to have foreign friends with whom they could communicate and practice their English (Abir, 2022; Al-Oliemat, 2019; Khorsheed, 2021; Muktianingsih & Azhar, 2021). Furthermore, different from the finding of this study suggesting learners were comfortable communicating with native speakers, a mixed-method study by Ritonga et al. (2020) involving 121 Indonesian university learners reported that only 67% of them reported feeling comfortable doing so. This difference may be attributed to several possible factors. First, the quality of L2 instruction may affect how learners perceive their competence and their attitudes towards L2 communication. Learners who think highly of their mastery, in turn, may be more confident and less afraid of communicating with native speakers, and vice versa.

Interaction between learners' integrative motivation and their L2 speaking achievement

The present study found that learners' integrative motivation did not influence their L2 speaking achievement. This finding was in contrast to the findings of several previous studies contemplating the relationship between motivation and language achievement. These studies reported statistically significant positive interactions between integrative motivation and L2 achievement (Gardner, 2012; Hernández, 2010; H. Zhang et al., 2020). A quantitative study involving 130 L2 learners of Spanish reported a positive relationship between learners' integrative motivation and their L2 achievement in Spanish (Hernández, 2006). Similarly, a quantitative study by Gardner (2012) involving 216 Polish learners of English reported that integrative motivation was a significant predictor of L2 achievement. A recent study involving 589 Chinese learners of English also reported that the participants' integrative motivation positively influenced their intended learning effort (H. Zhang et al., 2020).

Though seemingly unexpected, this finding suggesting that motivation did not influence achievement may not be very surprising. It is argued that various factors could be at play in affecting L2 achievement (Papi, 2010). Although motivation is often considered the driving force of learning (Dornyei, 2005), it is only related to motivation indirectly (Papi, 2010). Besides, at least two studies on L2 motivation, albeit not specifically investigating integrative motivation, found that L2 motivation did not influence L2 achievement (Moskovsky et al., 2016; Subekti, 2018). It means that there has been precedence where motivation did not influence actual L2 achievement. It may be that, at least in the present study, learners' accounts of being integratively motivated may not manifest into actual motivated behaviours. Furthermore, teachers' teaching methods, learning environment, and activities in L2 classes as well as individual difference factors such as test anxiety also may contribute to learners' L2 achievement measured using their English presentation test scores.

All in all, this finding suggested that whilst integrative motivation may have been so established in the L2 literature, integrative motivation-L2 achievement may not be as simple as one leading to the other. A combination of possible factors may need to be further investigated simultaneously to see the degree to which each factor contributes to learners' actual L2 achievement.

CONCLUSION

To summarise, several important points can be highlighted. First, learners reported a high level of integrative motivation. Their motivation to make friends with native speakers was slightly higher than their motivation to learn native speakers' culture and to be involved in their community. Furthermore, their integrative motivation was found to have very little or no influence on their L2 achievement.

The findings also have possible implications. Learners' motivation for befriending native speakers was higher than that of learning their culture or being involved in their community. This may give some kind of support that utilitarian motivation to find conversation partners was deemed more relevant for learners. This may call for a re-examination of some pedagogical practices heavily orienting towards native speaker community and culture. For example, introducing and exposing L2 learners to varieties of foreign cultures of various fellow L2 speakers around the world may be worthwhile instead of continuously exposing them to native speaker cultures whilst teaching the language. Such practices may be a step towards facilitating the development of intercultural communicative competence where L2 learners wish to become part of the global community rather than parts of the native speaker community.

This study has some contributions. It provides a contradictory finding on the no-interaction between integrative motivation and L2 achievement. This particular finding could pave the way for further studies demystifying the role of integrative motivation in L2 learning despite the established reputation of the construct in L2 literature. Secondly, this study involved non-English department learners, participants who have been rather under-represented in the motivation studies in the Indonesian

context. Hence, this study could be a reference for further studies at least in Indonesia sharing the same characteristics of participants.

Despite the possible contributions, some limitations are acknowledged. First, this study employed the survey method as the only method of collecting data on learners' motivation. As the nature was a self-report, the results may not represent the real conditions and were solely based on the participants' honesty in responding to the questionnaire items. Furthermore, as this study only involved 188 participants from a university, it may be unpersuasive to say that the results could be generalised to a wider context, though a certain extent of replication may be expected for studies involving participants with the same characteristics.

Finally, suggested directions for future studies can be outlined. Investigating the degree of influence of various motivational constructs on L2 achievement can be worthwhile. Such studies could employ Structural Equation Modelling and involve more participants with a more representative sample of the population. Furthermore, in response to the rise of English as an international language, future researchers may need to investigate L2 learners' integrative motivation towards the international community rather than towards the native English speaker community.

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