

Unraveling Motivational Beliefs in Learning English: Voices of Non-English Major Students in Indonesian Higher Education

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ABSTRACT

The present study attempts to explore the motivational beliefs in learning English among non-English major students from two higher educations in Indonesia. This study employed a qualitative descriptive approach. Data were collected through close-ended questionnaires. The questionnaires were then distributed to the 100 students. The collected data were then analyzed quantitatively to find out the percentage of motivational beliefs. Further, we interpreted the motivations mostly preferred the non-English major students. The results reveal that from 15 items of motivational beliefs in learning English, the most dominant motivations of learning English preferred by the non-English major students include becoming a knowledgeable person (95%), understanding English books, movies, music (95%), transferring knowledge to others (81%), becoming an educated person (81%), appreciating the ways of life of native English speakers (79%), discussing interesting topics in English with the people from other countries (77%), keeping in touch with foreign people (60%), getting appreciation from others (60%). On the other hand, other items of motivational beliefs may not become their main motivational beliefs in learning English. This study presents an implication that students from non-English majors need to increase their self-awareness in learning English, particularly both in spoken and written ways to enhance their life.

KEYWORDS:

English;
motivational beliefs;
non-English major
students;
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Introduction

Acquiring a foreign language, English has been a crucial part of the present time. Language learning typically differs from language acquisition. Language learning deals with the processes when people were learning a second language (L2) after they obtained their first language (Juniar, 2016). Language acquisition, on the other hand, focuses on how young children gain their mother tongue or first language. In the learning process of language acquisition. Cook, as cited in Takahashi (2018), reports that there are crucial aspects,

including age, personality, and motivation that foster the speed of each learner in learning a language. In this context, motivation has become the most crucial among these other aspects (Anjomshoa & Sadighi, 2015). In this matter, the role of motivation is badly needed for learners in learning languages. It is a main factor to enhance the success of learners in language learning. A learner will be more successful in learning the language with better motivation (Alizadeh & Branch, 2016). In other words, motivation can be considered as a prerequisite in the process of teaching and learning, particularly in the field of language and linguistics. The ability to learn English successfully or unsuccessfully depends on the pupils' level of motivation, hence motivation cannot be separated from English learning (Husna & Murtini, 2019). Students who are eager to learn will be enthusiastic and motivated to learn English (Purnama et al., 2019). Furthermore, Hasan & Abdelrazek (2016) point out that internal motivation is responsible for achieving the targets of learning.

In the socio-educational model, there are three dimensions of motivations comprising motivational intensity which deals with how much effort learners expend in the process of language learning, attitudes towards learning the second language which deals with how much enjoyment learners express feeling in learning language, and desire to learn which deals with how much personal investment for the learners' success in language (Ortega, 2009). In addition, learners with high motivation tend to get involved in activities that they consider will support them to learn. Meanwhile, those with low motivation may not be able to regularly having an effort during learning as those with high motivation (Takahashi, 2018). Referring to this description, it can be deduced that motivation is one of the factors determining the learners' success in learning a language.

Ortega (2009) points out intrinsic motivation and extrinsic motivation. Learners who get involved in behavior that they assume is self-initiated by choice and sustained by inherent enjoyment can be said to be intrinsically motivated. Meanwhile, learners who describe the behavior as structured by a means-end, pragmatic-instrumental causation from the outside can be said to be extrinsically motivated. In addition, there are five types of motivation for learning a language. These include instrumental motivation, integrative motivation, knowledge or intellectual curiosity, desire to travel, and friendship reason (Ortega, 2009; Troike, 2006). Moreover, in the context of the socio-educational model, motivation in learning a language covers numerous elements including the motivated learners expressing effort in learning the language, having the task of language learning, and having the desire to accomplish the goal (Saqlain, 2014). This description denotes that motivation has different types and elements which can be regarded as a crucial aspect of learners' language acquisition.

In terms of motivation in EFL, instrumental motivation emerges as the primary type of motivation affecting EFL learning (Al-Munawwarah, 2018). Most of the students acknowledged that learning English was required to fulfill academic requirements and obtain a satisfying career in the future. However, it is inevitable to look into the role of integrative motivation in EFL learning which is learning the language to get in touch with the culture of language learning and native speakers (Rozmatovna, 2020). It is in line with the previous study that most EFL students are interactively motivated (Rahadianto et al., 2022). The students have a desire to study English because it allows them to interact with others in a variety of settings and because they see it to be a way of life.

Tremendous studies on the role of motivation have been carried out by some previous researchers. Alizadeh and Branch (2016) have overviewed the role of motivation in learning a second or foreign language and it is beneficial for learners' success in language acquisition.

Ramos et al. (2015) have pointed out that learning styles and academic motivation have been regarded as the two factors in shadow education which deals with a means to explore learning to benefit both learners and society by enhancing knowledge, experience, and skills. In addition, Ghaedi (2014) has shown a significant relationship between motivation for higher education and learning styles.

Unlike some previous studies highlighting the role of motivation in language learning on English major students in one educational setting, this study emphasizes more on what motivations are mostly used by non-English major students consisting of several departments in two Indonesian higher educations in learning a foreign language, English. Therefore, this paper mainly describes motivations for learning English among non-English major students in Indonesian higher educations and the most dominant motivations preferred by them.

Method

The participants of this survey study were 100 Indonesian learners from two higher education in Indonesia from numerous Departments consisting of the management Department, Information and Industry Technique Department, Law Department, Broadcasting Department, and Counseling and Guidance Department, Elementary School Department. Data were collected through close-ended questionnaires. Regarding the instrument of the study, we employed the close-ended questionnaires comprising of 15 items including: 1) using English for assignment and examinations; 2) quoting the textbook and not actively communicating in speaking or writing class; 3) reading English textbooks for study; 4) pursuing University degree and better job is more interesting than learning English; 5) motivated in developing higher education than learning English language itself; 6) learning English is beneficial for going abroad; 7) learning English is crucial to become a knowledgeable person; 8) learning English is crucial to become an educated person; 9) Having a proficiency in English can lead to more success in career development; 10) Having a proficiency in English makes others respect to me; 11) Studying English makes me understand English books, movies, music etc.; 12) studying English makes me understand and appreciate the ways of life of native English speakers; 13) studying English makes me keep in touch with foreign people; 14) studying English can pursue me to discuss interesting topics in English with the people from other countries; 15) studying English can transfer my knowledge to other people. In addition, these items were based on five- points Likert scale ranging from strongly agree, agree, neutral, disagree, and strongly disagree.

To maintain the validity of the data instrument, we first sent the survey to English teaching experts in private and public universities in Indonesia. Then, the recommendations and feedback from the experts were included in the instrument to develop the instruments. In line with reliability, we piloted the survey to 3 lecturers from various universities in the same field. In addition, we distributed the questionnaires to 200 students in the two higher education in Indonesia. However, only 100 students were willing to fill out and complete the questionnaires. They consisted of 50 non-English major students studying at an Indonesian private university and 50 non-English major students studying at a state Indonesian University. Both universities are situated in Kudus, Central Java, Indonesia. Of the total 100 non-English major students, there were 75 females and 25 males. Their ages ranged between 19 and 21 years old. Regarding the procedures of the study, the authors explained the main purpose of the study to students in a private university and a public university in

Indonesia by asking permission from their lecturers. Then, the students were kindly asked to complete the questionnaires through a Google form. To keep the participants' privacy, their names were not mentioned in the study.

Data were garnered during the two weeks of December 2021 considering that the students had more free time in that month. Dealing with data analysis, we used the procedure advocated by Nalliveettil & Alenazi (2016) to analyze the data of questionnaires from the five scales. Then, the collected data were then analyzed quantitatively by calculating the percentage of each item provided by the participants. In addition, we interpreted the findings of the study, especially in terms of motivations mostly preferred the non-English major students.

Results and Discussion

The following results describe some motivational beliefs in learning English among non-English major students in two Indonesian Higher Educations:

Motivational Beliefs of Learning English among non-English Major Students in Two Indonesian Higher Educations

Based on the distributed close-ended questionnaires, the non-English major students have given their responses regarding the motivational beliefs of learning English. It can be evidenced by the following elaborations.

1. *Using English for Completing Assignments and Examinations*

English is regarded as a crucial subject taught to students in Indonesian higher education, including non-English major students. The results of the questionnaires reveal that these non-English major students have different motivational beliefs in learning English. In terms of an item of using English for assignments and examinations, most students agree that they had a motivational belief in learning English, particularly completing assignments and examinations. It could be evidenced by the following chart.

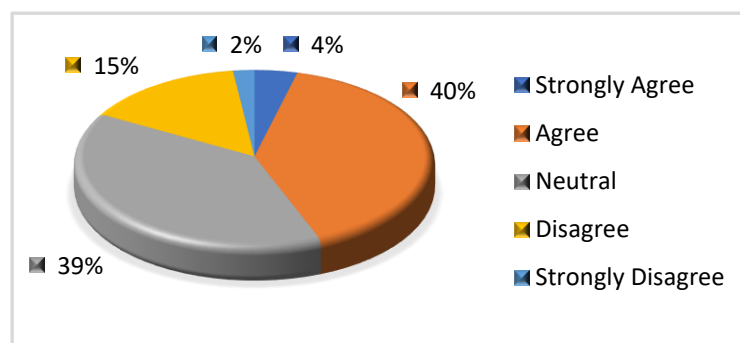


Chart 1. Item 1 Using English for Completing Assignments and Examinations

Chart 1 indicates that most, 40% of the students used English only for class assignments and examinations. Some of them, 15% of the students disagreed, 2 % of the students strongly disagreed, 4 % of them strongly agreed, and 39 % of them gave neutral responses.

Based on the questionnaires, the result reveals that some students have different their own opinions regarding motivational beliefs in learning English. Some students have a positive response towards the motivation in learning English. Meanwhile, others gave neutral responses regarding their motivational beliefs in learning English. In terms of the item in using English for assignments and examinations, most students from the non-English majors agree that they had a motivational belief in learning English, particularly for completing assignments and examinations. This was shown in Chart 1, describing that 39 % of students agreed that they use English only for completing class assignments and examinations. 40 % of the students gave their neutral responses and 15 % of them disagreed. It has already been known that in the Indonesian higher education context both private and public universities, English has been taught to students of all majors. This was done as a prerequisite subject to develop their knowledge and English literacy to enhance competence in their fields. In the management department, for instance, students were faced with the materials of business and management. In this context, they need English subjects as a main to foster their competence, especially in relation to English text in the Management field. In addition, in the process of English teaching and learning, assignments and examinations are given to measure the students' competence in English subjects and get the score. This finding is in accordance with the study conducted by Ramos et al. (2015), exploring that the beliefs of individuals may lead to having reasons for accomplishing a task. In addition, through extrinsic motivation, an individual may have an assumption that she or he learns for scores and competition.

2. *Quoting English textbooks and not actively communicating in speaking or writing*

In terms of item 2, quoting the English textbook and not actively communicating English in speaking and writing, most of the students agreed that they usually quote the English textbook and not actively communicating English both in speaking and writing. It could be shown by the following chart.

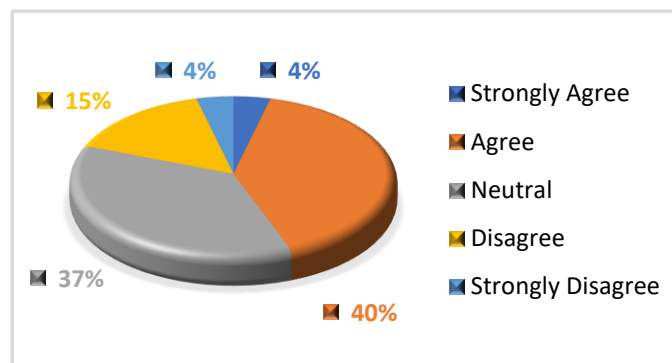


Chart 2. Item 2 Quoting English textbook and not actively communicating in speaking or writing

Chart 2 shows that 42% of the students agreed that they did not actively communicate in speaking or writing. Meanwhile, 16% of them disagreed, 4% of them strongly disagreed, and 38% were neutral.

Dealing with item 2, quoting the English textbook and not actively communicating English in speaking and writing, most of the students agreed that they usually quote the

English textbook and not actively communicating English both in speaking and writing. Specifically, 42% of the students agreed that they did not actively communicate in speaking or writing. Meanwhile, 16% of them disagreed, 4% of them strongly disagreed, and 38% were neutral. The data revealed that most students from the non-English major in Indonesian higher education are not actively using English as communication both in writing and speaking. Indeed, they prefer using English like quoting English textbooks to accomplish the task. This may be caused by some factors like lack of exposure to English both in spoken and writing, lack of confidence among them, lack of input in English, and so on. English is taught to students in Indonesian higher education as the basic course to improve their English skills to support their career development. In the teaching and learning process, lecturers are generally giving the course by providing task and exercise both in spoken and written forms to measure students' English competence. Unfortunately, the duration of the English teaching meeting is once a week. Therefore, it may not be enough for them to explore more the exposure of English both in spoken and written text. In addition, they have lacked exposure to using English outside the class (Pithers & Lim, 1997; Wahyuningsih & Afandi, 2020).

3. Reading English textbooks for study

Chart 3 indicates that 36 students like reading English textbooks for study. However, most of them, 41 respondents stated neutral. Meanwhile, 5 respondents strongly agreed and 18 disagreed.

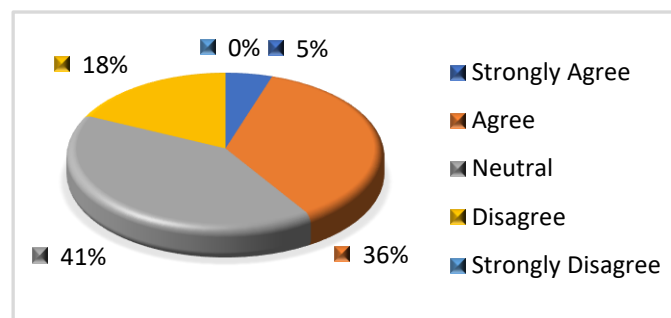


Chart 3. Item 3 Reading English Textbooks for Study

In terms of reading English textbooks for study items, 36 students agreed that they like reading English textbooks for study and 41 respondents stated neutral. Meanwhile, 5 respondents strongly agreed and 18 disagreed. This finding demonstrates that most of the students from these various departments prefer stating neutral responses. Moreover, 36 students were utilizing English textbooks for their study. This reflects that English textbook plays a crucial role as references in enhancing the process of English teaching and learning activities. Indeed, the English language lecturers could make use of any kind of references including English textbooks associated with the subject or major of the students. For example, students in the law department will utilize English references dealing with law matters, those in the broadcasting department will make use of English textbooks dealing with the broadcasting area, those in the counseling department will make use of English references dealing with counseling matters, and those in the elementary education department will utilize English textbook of education. Therefore, in meeting the student's needs, the English language lecturers should actively make use of

references from numerous resources like English textbooks, videos, and so on associated with the major of students. In other words, the need of adopting English materials based on the student's major was necessary for the lecturers (Ashaver, 2013; Dougherty & Coelho, 2017; Mestari & Malabar, 2016; Nartiningrum & Nugroho, 2021; Wahyuningsih, 2021a; Wahyuningsih & Dewi, 2019).

4. Pursuing a University degree and a better job is more interesting than learning English

Chart 4 describes that most students particularly 41 students have given their neutral response in perceiving that a university degree and a better job are more interesting than learning English. The second percentage disagreed with 28%, and the third agreed with 23%. While strongly agree was 3% and strongly disagree was 5%.

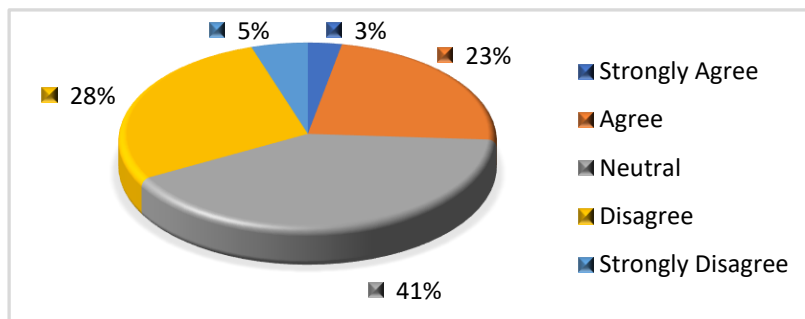


Chart 4. Item 4 University degree and a better job are more interesting than learning English.

By item 4, pursuing a university degree and a better job is more interesting than learning English, most students particularly 41 students have given their neutral response in perceiving that a university degree and a better job are more interesting than learning English. The second percentage disagreed with 28%, and the third agreed with 23%. While strongly agree was 3% and strongly disagree was 5%. These data reflect that most students from several departments give their neutral response as the preferred choice. Meanwhile, the response of agreement and disagreement has a similar proportion. This means that some of them agreed that they have a belief to pursue a university degree and a better job rather than learning English. Further, some believe that learning English is more important than just pursuing a university degree and a better job. With regard to this, those who believe in pursuing a university degree and a better job are focusing on the main purpose of their study particularly getting a job after graduation. On the other hand, those who believe in the importance of learning English rather than just pursuing a university degree are more focused on the need for long life learning especially the need of acquiring English no matter if their majors are not English. Indeed, they realize that the role of English in the world cannot be neglected. Therefore, having the belief in the importance of learning is necessary for them to foster their success in the future.

5. *Motivated in developing higher education than learning the English language itself*

51% of the respondents stated neutral in perceiving that developing higher education than learning the English language itself. The second percentage disagreed with 29%, and the third agreed with 15%. While strongly agree was 2% and strongly disagreed 3%.

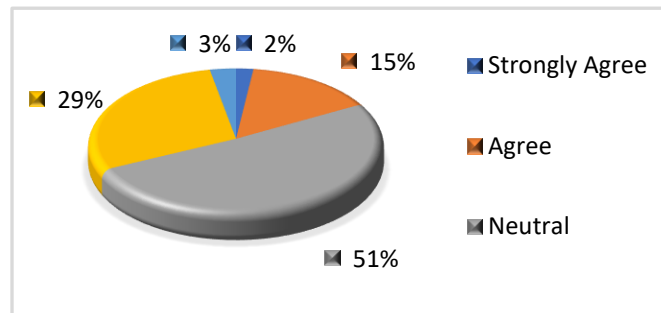


Chart 5. Item 5 Developing Higher Education than Learning the English Language Itself

Dealing with item 5, motivated in developing higher education than learning the English language, 51% of the students stated neutral in perceiving that developing higher education than learning the English language itself. The second percentage disagreed with 29%, and the third agreed with 15%. While strongly agree was 2% and strongly disagreed 3%. These data demonstrate that most students give a neutral response meaning that they are uncertain about this belief. Meanwhile, some students disagreed with this item that they are just motivated in developing higher education than learning English. This indicates that although they are not English majors, they believe that there is a need for them to learn and acquire English because of the crucial English role.

6. *Learning English is beneficial for going abroad*

Most of the respondents strongly agreed that learning English is beneficial for going abroad, the percentage was 70%. Meanwhile, the other 30% stated agree.

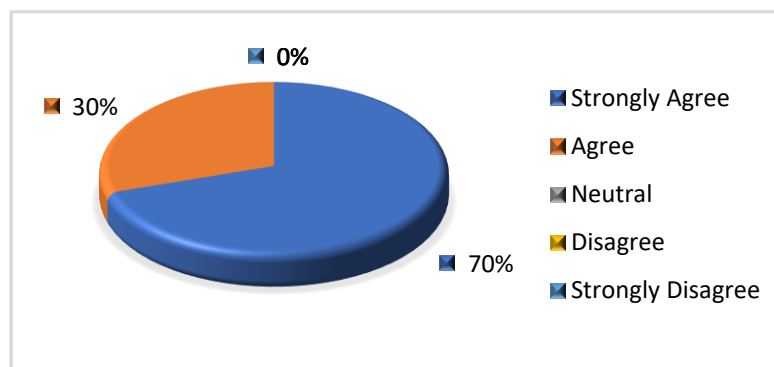


Chart 6. Item 6 Learning English is beneficial for going abroad

In terms of item 6, learning English is beneficial for going abroad, most of the students strongly agreed that learning English is beneficial for going abroad, the percentage was 70%. Meanwhile, the other 30% stated agree. This finding reveals that most students from non-English majors have a strong belief that English acquisition has played a crucial role in going abroad particularly studying abroad. Interestingly, none of them show their disagreement. This reflects that English is beneficial for going abroad and has been a strong motivational belief among the students. For instance, English has been a main prerequisite to enrolling a study abroad proven by passing Toefl and IELTS scores. Some ways can be adopted by students in developing their English skills including accessing English from social media like Youtube, watching movies, and so on (Dukut, 2019).

7. *Learning English is crucial to becoming a knowledgeable person*

55 respondents strongly agreed that learning English is crucial to become a knowledgeable person. Furthermore, 40 respondents stated agree and only 5 respondents stated neutrally.

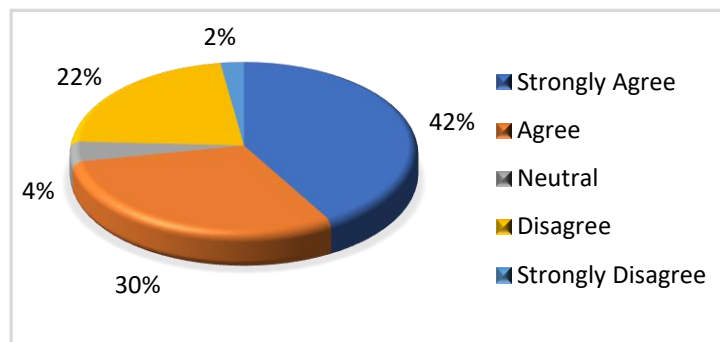


Chart 7. Item 7 Learning English is crucial to becoming a knowledgeable person

Concerning item 7, learning English is crucial to becoming a knowledgeable person, 55% students strongly agreed that learning English is crucial to become a knowledgeable person. Furthermore, 40% students stated agree and only 5% students stated neutral. This finding reveals that most students give positive responses towards the motivational belief of English. They all have already known that English is used in a global world. It is used both in spoken and written communication including in social media. More importantly, English is used as a medium of instruction in online learning platforms (Dimova & Kling, 2018). Therefore, to broaden their knowledge, most students have a motivational belief that English is crucial for them. This finding is strengthened by the study conducted by Nue et al. (2022) reporting that some Indonesian students mostly believe that English could foster one's social values and enhance interaction throughout the world in several fields.

8. *Learning English is crucial to becoming an educated person*

45 respondents agreed that learning English is crucial to becoming an educated person. Furthermore, 39 respondents stated strongly agree, 15 respondents stated neutral, and 1 respondent disagreed.

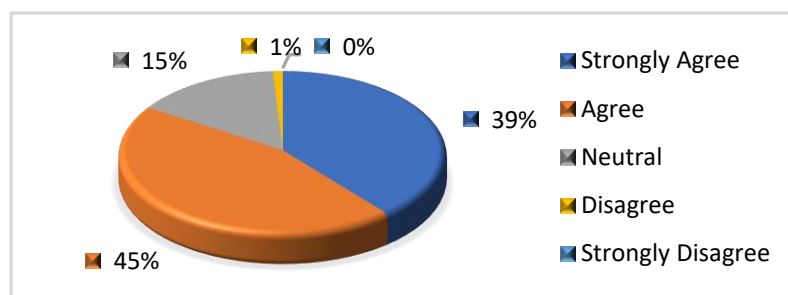


Chart 8. Item 8 Learning English is crucial to becoming an educated person

In keeping with item 8, learning English is crucial to becoming an educated person, 45 students agreed that learning English is crucial to becoming an educated person. Additionally, 39 students said they firmly agreed, and 15 students stated neutrally. However, one respondent voiced disagreement. This result indicated that most students respond favorably to the motivational belief that learning English makes people smarter. Because English is used in so many different contexts, including those of education, business, and social connections, having proficiency in the language is a sign of someone being well-educated. People need to be educated to be able to innovate in this era of society 5.0 and to meet a variety of obstacles by being technologically adept and proficient in the English language. It is in line with the study conducted by Andayani (2022) who stated that being able to comprehend English will assist you in keeping up with the most recent developments in science, academics, and technology since the majority of publications in these fields are published in this language. English proficiency and academic achievement are positively correlated, indicating that good English skills will help students to achieve success in their education (Hapsari et al., 2017).

9. Having proficiency in English can lead to more success in career development

46 respondents strongly agreed that having proficiency in English can lead to more success in career development. Furthermore, 35 respondents stated agree, 16 respondents stated neutral, and 3 respondents disagreed.

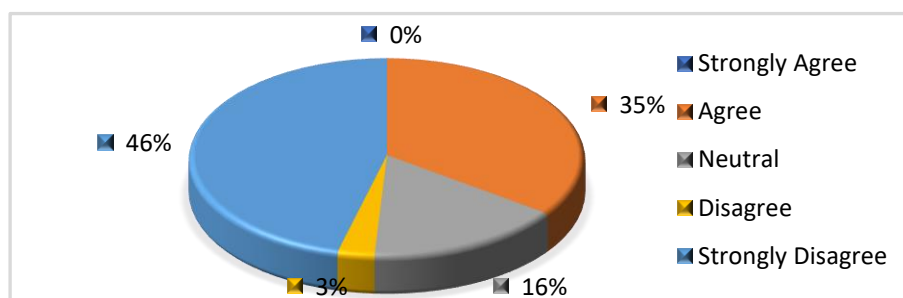


Chart 9. Item 9 Having proficiency in English can lead to more success in career development

Regarding item 9, having proficiency in English can lead to more success in career development, 46 students strongly disagreed that having proficiency in English can lead to more success in career development. In addition, 35 students agreed, 16 students were neutral, and 3 students disagreed. According to these findings, nearly all students believe that mastery of English will affect success in career development. According to

a study by Himawati (2018), English has become the primary factor in success for attaining one's career goals in the future because it is a tool for communication. A person's competency must be increased to sustain a career by learning a foreign language like English or upgrading their education. Continuing education at local colleges also demands proficiency in the language since English-language literature is currently widely used. Moreover, English become the primary qualification for continuing education overseas.

10. *Having proficiency in English makes others respect to me*

40 respondents agreed that having proficiency in English makes others respect them. Furthermore, 20 respondents stated strongly agree, 31 respondents stated neutral, and 8 respondents disagreed.

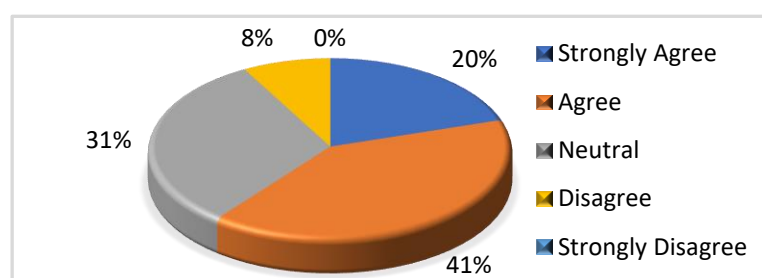


Chart 10. Item 10 Having proficiency in English makes others respect me

According to item 10, having proficiency in English makes others respect me, 40 students agreed that having proficiency in English makes others respect them. Additionally, 20 students indicated that they strongly agree, 31 indicated that they were neutral, and 8 indicated that they disagreed. These results revealed that most students give positive responses that by mastering English, other people will respect them. However, almost half of them responded unfavorably. They represent neutrality and disagreement. The findings of item 10 emphasized that English will increase someone's respectability and become a motivational belief of learning and mastering English for some students. Others may not adopt it as their primary motivator for learning English. There is no doubt that students might differ in their motivation for learning. This is associated with their own goals and interests. Motivation has a key function in any aspect including learning. In terms of improving language learning, it surpassed aptitude as the second-strongest predictor. Language learners may have various motivations that help them in language learning engagement (Rahmawati, 2020).

11. *Studying English makes me understand English books, movies, music, etc.*

41 respondents strongly agreed and 54 respondents agreed that studying English makes them understand English books, movies, music, etc. The other 5 respondents stated neutrally.

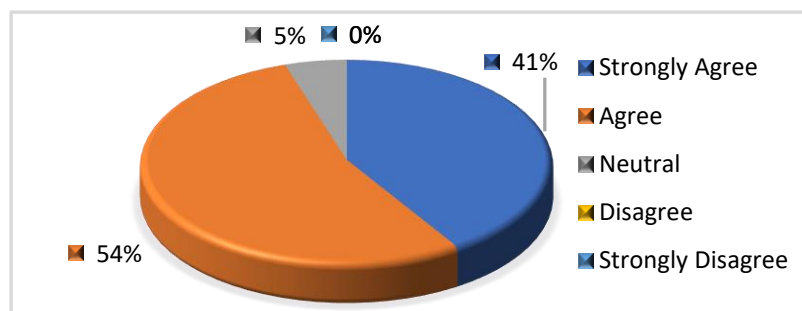


Chart 11. Item 11 Studying English makes me understand English books, movies, music, etc.

In accordance with item 11, studying English makes me understand English books, movies, music, etc., 41 students strongly agreed and 54 students agreed that studying English makes them understand English books, movies, music, etc. Five additional students indicated neutral. These findings showed that almost all students believe they can understand English books, films, music, and other media by learning English. As can be seen, 95 students agree with this motivational belief, leaving only five students who indicated neutral. It proved that English is very useful not only for English department students but also non-English department students, particularly in comprehending English books, movies, music, etc. It is consistent with the research done by Ilyosovna (2020), which found that possessing a good knowledge of English opens up a world of literature, music, and movies to you. Mastering a second language gives us access to a wider range of people, viewpoints, ideas, and literary works (Sahiba & Mirza, 2019). If we are proficient in English, we can easily grasp a lot of what is written in that language.

12. Studying English makes me understand and appreciate the ways of life of native English speakers

57 respondents agreed and 22 respondents strongly agreed that studying English makes them understand and appreciate the ways of life of native English speakers. Meanwhile, 19 respondents stated neutral, and 2 respondents stated disagree.

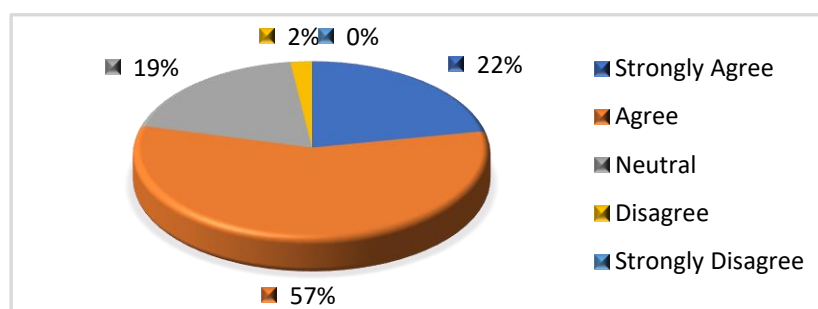


Chart 12. Item 12 Studying English makes me understand and appreciate the ways of life of native English speakers.

In response to question 12, studying English makes me understand and appreciate the ways of life of native English speakers, 57 students agreed, and 22 strongly agreed, that learning English helps people respect and understand the way of life of native

English speakers. While 2 students disagreed, 19 students said they were neutral. These results implied that learning English can help people understand and learn about English culture and way of life. When students are learning English, they frequently encounter English culture. One of these can be found in the students' English textbooks. Since the cultural content of English textbooks typically deals with local culture and local knowledge, students can find a wealth of cultural material there (Gunantar, 2016). As a result, by studying English, students may readily comprehend the lifestyles of native speakers.

13. *Studying English makes me keep in touch with foreign people*

42 respondents agreed and 18 respondents strongly agreed that studying English makes them keep in touch with foreign people. Meanwhile, 36 respondents stated neutral, and 4 respondents stated disagree.

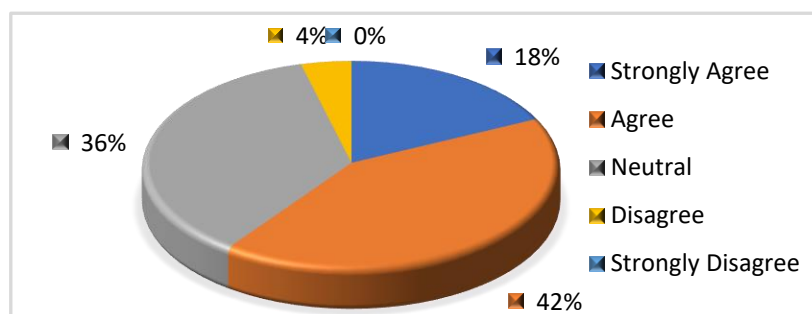


Chart 13. Item 13 Studying English makes me keep in touch with foreign people

Item 13 of the survey, studying English makes me keep in touch with foreign people, found that 42 students agreed and 18 strongly agreed that learning English helps people maintain contact with people from other countries. 36 students said they were neutral, and 4 said they disagreed. These findings demonstrated that most students share the same motivational view for learning English, which is that learning English will enable them to interact and maintain contact with people from other countries. To engage with people from various countries, students learn English as one of their language skills. In keeping with Hayati's (2015) statement, many people desire to learn English and improve their communication for a variety of general and specialized goals, including obtaining a better career, traveling, making friends abroad, etc.

14. *Studying English can pursue me to discuss interesting topics in English with people from other countries*

52 respondents agreed and 25 respondents strongly agreed that studying English can pursue them to discuss interesting topics in English with people from other countries. Meanwhile, 22 respondents stated neutral, and 1 respondent stated disagree.

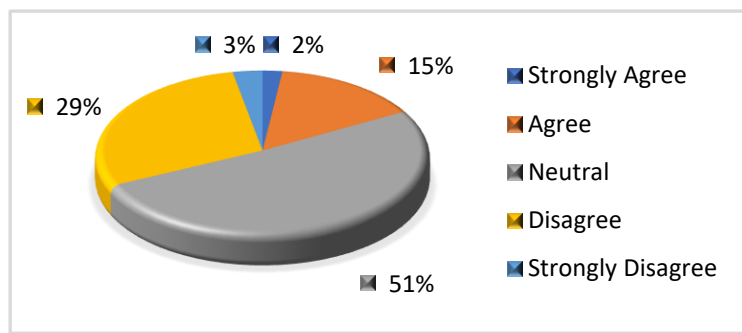


Chart 14. Item 14 Studying English can pursue me to discuss interesting topics in English with people from other countries

Item 14, studying English can pursue me to discuss interesting topics in English with people from other countries, revealed that 52 students agreed, and 25 students strongly agreed that studying English can pursue them to discuss interesting topics in English with people from other countries. One student said they disagreed, while 22 students said they were neutral. These results revealed that most students believe that studying English will enable them to interact with foreigners on engaging in interesting topics in English. People may communicate with foreigners and engage in a variety of engaging conversations by being fluent in English. The tourist destinations in Indonesia are one of the fascinating subjects to discuss with foreigners. As students and Indonesian citizens, we must be able to introduce and promote our tourist sites and cultures to the global world so that visitors from other nations will be aware of Indonesia's richness. Our country will gain a lot from it in terms of the economy and tourism. People should be proficient in English and make use of cutting-edge technologies, like social media, to promote Indonesian tourist destinations on a global scale (Erzad, 2018).

15. Studying English can transfer my knowledge to other people

59 respondents agreed and 22 respondents strongly agreed that studying English can transfer my knowledge to other people. Meanwhile, 17 respondents stated neutral, and 2 respondents stated disagree.

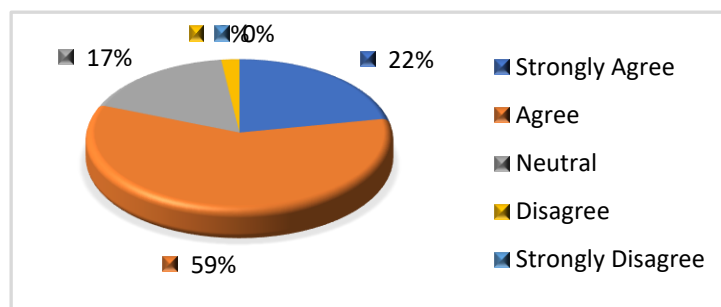


Chart 15. Item 15 Studying English can transfer my knowledge to other people

As stated in item 15, studying English can transfer my knowledge to other people, 59 students agreed, with 22 students strongly agreed that studying English can transfer my knowledge to other people. As for the other responses, 2 students disagreed, while

17 students said they were neutral. These findings indicated that most students give positive responses and have similar motivational beliefs in learning English. It enables them to share their knowledge with other people and gain knowledge from other people. This finding is in line with the findings of a study done by Agung and Purbani (2020), which showed that people's attitudes, characters, and knowledge were changed by their education in language and English. People will be able to exchange ideas and thoughts with everyone, especially those from different countries if they are fluent in English.

Interestingly, the finding of this study reflects that the most dominant motivational beliefs among the non-major students in learning English are to become a knowledgeable person (95%), to understand English books, movies, and music (95%), to transfer knowledge to others (81%), to become an educated person (81%), to appreciate the ways of life of native English speakers (79%), to discuss interesting topics in English with the people from other countries (77%), to keep in touch with foreign people (60%), to get appreciation from others (60%). Meanwhile, other items of motivational beliefs in learning English do not get high percentages. These findings demonstrate that having wider knowledge is crucial for students. This could be achieved by having English acquisition which can be accessed through various sources like books, movies, and so on. This means that appropriate references play a pivotal role in upgrading students' English skills (Wahyuningsih, 2020, 2021b).

Conclusion

The present study explores the motivational beliefs in learning English among non-English major students from two higher educations in Indonesia. As reported in the questionnaire, most students have different their own opinions regarding motivational beliefs in learning English. Some students have a positive response towards the motivation in learning English.

From 15 items of motivational beliefs in learning English, the most dominant motivations of learning English preferred by the non-English major students include becoming a knowledgeable person (95%), understanding English books, movies, and music (95%), transferring knowledge to others (81%), becoming an educated person (81%), appreciating the ways of life of native English speakers (79%), discussing interesting topics in English with the people from other countries (77%), keeping in touch with foreign people (60%), getting appreciation from others (60%). On the other hand, other items of motivational beliefs including using English for assignments and examinations, quoting the textbook and not actively communicating in speaking or writing class, reading English textbooks for study, pursuing a university degree, and a better job is more interesting than learning English, developing higher education than learning the English language itself, learning English is beneficial for going abroad may not become their main motivational beliefs in learning English. This study only recruited 100 participants from two higher educations in Indonesia and analyzed the motivational beliefs in learning English. It is kindly suggested for future research to conduct the study by recruiting more participants and discussing in more detail factors influencing motivational beliefs. This study presents an implication that students from non-English majors need to increase their self-awareness in learning English, particularly in speaking skills to enhance their life. It is mainly recommended that future researchers conduct studies related to motivation in learning English from wider disciplines and universities. By having this study, fruitful knowledge of

some motivational beliefs in English among non-English major students could be a reference for scholars.

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