

What Motivates UNITAR Students to Learn the English Language?

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Abstract

This study explores the factors motivating UNITAR International University students to learn English, focusing on intrinsic motivation, family background, and strategies to enhance learning. Utilizing a mixed-methods approach involving surveys and interviews, the research identifies key motivational drivers, including personal interest, career aspirations, and socio-familial influences. Findings reveal significant correlations between family background—such as parental education and language exposure—and students' motivation and proficiency. Additionally, intrinsic motivation is shown to significantly impact language learning engagement and outcomes. The study underscores the importance of tailored strategies, such as interactive teaching methods, goal-oriented learning, and the integration of technology, to boost students' enthusiasm and performance in English. While providing actionable insights for educators and policymakers, it highlights limitations, including the exclusive focus on UNITAR students and reliance on self-reported data. Recommendations for future research include broadening the participant pool, examining peer and institutional influences, and exploring technological impacts on motivation. The findings contribute to the development of targeted interventions to improve English language education in similar academic contexts.

Keywords: Motivation, English Language Learning, Family Background, Intrinsic Motivation, Language Acquisition, UNITAR Students

Introduction

This study aims to examine the factors that influence students' motivation to learn the English language among UNITAR International University students. English proficiency is essential for academic success, career opportunities, and effective communication in a globalized world. This research seeks to investigate whether motivation and family background play significant roles in a student's motivation to learn English. Understanding these factors can help in developing strategies to enhance English language learning among university students.

Background of Study

English is the predominant language of instruction in many universities worldwide, including UNITAR International University. Proficiency in English is not only crucial for academic success but also for professional advancement and global engagement. Motivation plays a central role in language learning, influencing how students engage with the language and their persistence in language acquisition efforts (Dörnyei & Ushioda, 2020). Motivation can be categorized into intrinsic and extrinsic forms. Intrinsic motivation arises from personal interest and enjoyment in learning the language, driven by the desire to master language skills for personal growth and fulfillment (Deci & Ryan, 2019). Extrinsic motivation, on the other hand, stems from external rewards or pressures such as grades, career opportunities, or social approval (Mercer & Dörnyei, 2020). Family background significantly shapes students' motivation and attitudes towards language learning. Research by Gardner and MacIntyre (2020) emphasizes the role of the socio-educational model in understanding how family dynamics, parental expectations, and familial language use influence students' language learning motivation. Family support and encouragement can bolster students' confidence and willingness to engage actively in language learning activities (Lamb & Csizér, 2021).

Moreover, socio-economic factors within the family, such as access to educational resources and opportunities for language exposure, can impact students' language proficiency and motivation (Gardner & MacIntyre, 2020). Students from socio-economically advantaged backgrounds may have greater access to language learning materials, travel opportunities, and cultural experiences that enhance their motivation and proficiency in English.

Research Problem

Despite the recognized importance of English proficiency, many UNITAR students encounter challenges in achieving high levels of language proficiency. These challenges may stem from varying levels of motivation and support within their familial and social environments. Understanding the specific influences of family background and intrinsic motivation on students' motivation to learn English is crucial for developing targeted interventions that can support and enhance language learning outcomes among university students.

Research by Chen and Wong (2020) highlights the significant role of family background in shaping students' language learning motivation. Their study found that students from families with higher educational backgrounds and a supportive home environment tend to have higher motivation levels and better language proficiency outcomes. The researchers concluded that parental involvement and the home literacy environment are critical factors in students' language learning success.

Similarly, a study by Ahmed, Zafar, and Malik (2022) examined the impact of intrinsic motivation on language learning among university students. The findings revealed that students who exhibit higher levels of intrinsic motivation are more likely to engage in language learning activities, leading to improved proficiency. The study emphasized the importance of fostering intrinsic motivation through engaging and meaningful language learning experiences. These studies underscore the importance of examining both family background and intrinsic motivation to better understand and address the challenges UNITAR students face in achieving English proficiency.

Research Objectives

The main goal of this research is to investigate whether family background and students' intrinsic motivation influence their motivation to learn the English language. The specific objectives are:

1. To examine the impact of family background on students' motivation to learn English.
2. To investigate how intrinsic motivation affects students' willingness to learn English.

To identify effective strategies to increase students' motivation to learn the English language.

Research Questions
To achieve the research objectives, the study will address the following questions:

1. How does family background influence students' motivation to learn English among UNITAR students?
2. In what ways does intrinsic motivation affect students' willingness to learn English?
3. What are effective strategies to increase students' motivation to learn the English language?

Significance of Study

This study is significant for several reasons. Firstly, it will provide insights into the factors that motivate UNITAR students to learn English, helping to identify areas where support is needed. Secondly, the findings can inform the development of targeted interventions and support programs to enhance language learning motivation. Thirdly, understanding the role of family background and intrinsic motivation can contribute to the broader field of language education, offering valuable insights for educators, policymakers, and students themselves. Lastly, by identifying effective strategies to increase motivation, the study can help improve English language proficiency, leading to better academic outcomes and enhanced career prospects for university graduates.

Literature Review

This literature review aims to examine the motivations behind UNITAR students' English language learning. English language capability is the dependent variable in this study, whereas family background, ways to increase student motivation, and motivation to learn a language are the independent variables. The literature on the relationship between the two types of motivation and language acquisition, the impact of family support and attitudes towards language learning, and practical methods for increasing student motivation will all be addressed in this review. This review intends to provide a thorough knowledge of the essential components that encourage and support the learning of English among university students, especially those at UNITAR, using information from several studies.

Theories

Gardner and Lambert (1972) introduce the motivation to language learning theory and has been foundational in the field of second language acquisition. There are two types of motivation that their research primarily focused on which are integrative and instrumental motivation. Integration motivation refers to the desire to learn a language in order to integrate into the culture of the language community. The drive is characterized by a genuine interest in the language and implication in cultural exchange among speakers. However, instrumental motivation focuses on external rewards and practical advantages. Motivated learners view language learning instrumentally as a means to an end, such as improving job

prospects and career opportunities, achieving better grades or meeting academic requirements, and gaining respect or recognition in their community.

According to *Krashen's Input Hypothesis*, learners acquire language when they are exposed to understandable material that is just a little bit beyond their present skill level ($i+1$). Learners can gradually advance their language proficiency with this exposure. When it comes to providing students the opportunity to receive understandable input through classroom teaching, reading materials, and academic interactions, intellectual background is important. Strong academic backgrounds will probably provide students more chances to interact with advanced English language learning materials, which will improve their language skills.

The most important aspect of learning a language is motivation. The goal of being absorbed into the target language community is known as integrative motivation, while the advantages of learning the language are known as instrumental motivation, according to *Dörnyei's theory*. Learners' motivation for learning English is influenced by their family background and social support system. Students' motivation can be increased, for instance, by encouragement from friends and family, while growth may be hindered by a lack of support. Developing strategies to improve English language knowledge can be improved by having a thorough understanding of motivational factors.

In order to understand cognitive abilities, including language learning, sociocultural theory emphasizes the essential role that social interaction and cultural setting do. As to *Vygotsky's theory*, education is fundamentally a social activity that occurs through communication with those who have greater knowledge, such as educators, classmates, or parents. Students' social environment at university, which includes interaction with educators, parents who encourage language study, and classmates, has a big impact on how well-versed in English they are. For language acquisition to be effective, family background and social support are essential because they offer the social context and materials needed.

According to *Chomsky*, language acquisition is a natural talent of humans and is controlled by an imaginary brain module known as the Language Acquisition Device (LAD). People have the natural ability to pick up whatever language they come into contact with during this important phase. The LAD describes language acquisition in all of its aspects, but its principles may also be applied to understand how academic and family background can offer the first exposure to and reinforcement of the language needed to achieve university-level English competence.

Review of Independent Variables

Motivation to Language Learning

Motivation is a critical factor in learning a new language, and its influence on language learning has been widely studied. In the context of UNITAR students, motivation to learn English can be classified into two main types which are integrative motivation and instrumental motivation, as suggested by Gardner and Lambert (1972). Integrative motivation refers to the desire to learn a language in order to integrate and interact with the culture and community of the language's speakers. Instrumental motivation, on the other hand, involves learning a language for practical benefits, such as career advancement or academic success.

Research has shown that students with high integration motivation achieve higher proficiency in the target language because they are more likely to interact with the language in meaningful ways, such as through cultural immersion and social interaction (Dörnyei, 2009). UNITAR students can demonstrate their integration drive by engaging in conversations with English-speaking communities, participating in exchange programs, or using English language media. Instrumental motivation, on the other hand, is also a significant motivation of English language learning among UNITAR students. Most of the students recognize the practical advantages of English proficiency in career advancement and higher education. Gardner (1985) mentioned that students who perceive a clear link between English proficiency and their future career prospects are more likely to put in the effort required to master the language.

As noted by Gardner and Lambert (1972), motivation is a critical component in UNITAR students' language learning process. It can take two forms, integrative and instrumental motivation. High levels of language competency can be achieved by learners who are highly motivated by integrating motivation to interact socially and culturally with English. English-speaking groups and English-language media are two ways that UNITAR students actively participate in them. On the other hand, instrumental motivation is being motivated by advantages that are useful, such as job advancement that also has a big impact on students' learning of English.

Family Background

Family background is an important factor that influences a person's language acquisition and competency, particularly university students' knowledge of the English language. This research investigates several family background factors, including parental education levels and language usage at home.

An important factor in a student's linguistic development is the educational background of their parents. Higher educated parents are more likely to value and stress the benefits of education, especially acquiring a language. Their ability to help their children in learning and provide an environment that encourages language development is higher. Dubow, Boxer, and Huesmann (2009) found that parental education levels have a positive relationship with their children's academic achievement, including language competence. Children from homes where both parents have completed more schooling typically do better academically, especially in English and other subjects.

An individual's English language competence is greatly impacted by the language used at home. The ability to comprehend English improves and children are given more opportunity for learning by families who encourage using the language at home. On the other hand, children could have trouble obtaining high levels of English competence in homes where the language is not spoken as a first. Bilingual environments can either help or hinder the development of the English language, depending on how languages are handled at home, according to research by Guardado (2002). Children with greater English proficiency typically come from families who actively promote bilingualism and create an atmosphere that is suitable to practicing the language. Ways to increase students' motivation to learn the English language

Students' motivation is a major factor in deciding how successful and persistent they are in learning a second language, such as English. Enhancing motivation for UNITAR students involves using a variety of strategies and interventions that have the potential to positively impact their involvement and dedication to language acquisition. Establishing a supportive atmosphere for learning that encourages motivational factors is one effective approach described in the research. To increase students' awareness of importance and level of personal dedication in learning English, curriculum and learning experiences should be created with their interests and goals in mind. Additionally, by offering chances for meaningful language usage and interactions in real life, blending interactive and communicative language training techniques has been demonstrated to increase motivation.

Furthermore, students' motivation to learn English can be increased by motivational factors like prizes, acknowledgment, and clear goal-setting. These additional incentives encourage students to stick with their language learning efforts by reinforcing positive behaviors and achievements. Furthermore, by giving students a sense of competence and belonging in language learning, educators and peers can create a culture of encouragement and support that has an important beneficial impact on students' motivation levels.

In summary, in order to support sustained language acquisition and competency, it is critical to look into and put into practice a variety of techniques to increase the desire of learners to learn English at UNITAR. Teachers and legislators can support students in their language learning process and improve their chances of academic success as well as future employment by recognising and addressing these variables.

Review of Dependent Variables

Academic success and job prospects after graduation of university students, especially those at UNITAR, are significantly impacted by their level of English language. The numerous aspects of English language knowledge as a dependent variable are investigated in this paper, along with the variables that affect the growth of it. In order to communicate effectively and succeed academically, one must have a strong basis of English language knowledge. First and foremost, having a strong vocabulary is essential for students to understand texts and communicate effectively. Possessing good grammar guarantees that their writing and speaking are correctly structured, fostering efficient communication. Furthermore, strong reading comprehension abilities enable students to interpret challenging academic texts and extract relevant data. Additionally, oral communication abilities enable students to participate in discussions and express their views clearly, while writing expertise is essential for expressing ideas in a cohesive and convincing manner. English language knowledge is crucial in contexts other than academics. In a globalized world where English is the universal language across many industries, it has a direct influence on students' possibilities for employment. English language knowledge improves a student's employability and helps them engage internationally. Effective English communication also promotes collaboration and cross-cultural interchange, which further improves relations within the institution and larger society. The growth of English language knowledge among UNITAR students is influenced by a number of variables. Students from better educational systems or those who have had more experience with English language often have greater competence levels that makes academic background a major factor. An additional factor is family background, as English learning is more likely to succeed in settings that are encouraging and encourage it. Primary

sources and a reason for language acquisition come from social support from other students, educators, and academic institutions.

Relationship between Variables

This study aims to look at the many factors that motivate UNITAR university students to learn the English language. More specifically, the study aims to investigate the ways in which motivation to language learning, family background, and ways to increase students motivation to learn English language. Educators and regulators can establish more successful language proficiency programmes by having a better understanding of these connections. There is a complicated and linked relationship between the dependent variable, English language, and the independent factors, motivation, family background, and ways to increase motivation to learn English language. Every component has an unique effect on UNITAR students' total language competency.

Language acquisition is much improved by motivational factors, according to research by (Alamer, 2021). The previously mentioned study highlights the significance of developing a natural desire to acquire knowledge, since learners who possess self-motivation have a tendency to engage meaningfully with the language and continue despite challenges in their education. Personal interest in the language, enjoyment of the learning process, or an actual need to communicate clearly in English can all serve as sources of motivation on their own. This shows that teaching methods that focus on increasing natural motivation like giving students chances to use the language in relevant contexts and creating an engaging learning environment can significantly affect their ability to speak and understand English.

To understand what motivates UNITAR students to learn the English language, an important area of study is the relationship between family background and knowledge of the English language. Research performed between 2019 and 2024 showed the important impact that a student's family background has on their views and motivation regarding learning a new language. According to Nguyen et al. (2020), students from households where parents actively promote education are likely to be more motivated and have higher ability to speak English. In the same way, Rahman and Kamaruddin (2022) found that parental support and encouragement of language acquisition greatly increases students' confidence and flexibility to communicate in the language. By highlighting the important impact of family history on students' motivation to achieve greater levels of English language ability, these studies collectively highlight the importance of supportive home situations that encourage language learning.

The relationship between the independent variable, ways to boost students' motivation to study the English language, and the dependent variable, English language proficiency, is important for understanding what motivates UNITAR students. Research shows that implementing specific motivation methods might improve language learning results significantly. Dörnyei and Al-Hoorie's (2020) study demonstrates that giving students positive feedback along with setting straightforward objectives that are achievable are useful strategies for increasing their motivation while also improving their language ability. Furthermore, culturally appropriate resources and interactive activities can increase motivation in learners, which improves engagement and raises English proficiency, according to Nguyen, Hwang, and Chen's (2021) research. According to these results, university students'

learning of the English language can be improved by using individualized motivational methods.

To improve English language knowledge among UNITAR students, it is essential to understand the interactions among motivation to language learning, family background, and ways to increase students' motivation to learn the English language. Language acquisition can be facilitated by specific solutions that educators and regulators can create by addressing these variables. Higher education achievement and greater proficiency in the English language will be achieved by university students through improved academic programmes, supportive family situations, and strengthened social support systems. Research Frameworks

The purpose of the research framework is to examine the factors that influence motivation to learn the English language among UNITAR students. English language is the research's dependent variable, while motivation to language learning, family background, and ways to increase students' motivation to learn English language are its independent variables. The framework highlights the conceptual foundations, hypothesis, and technique used to investigate the correlations among these variables.

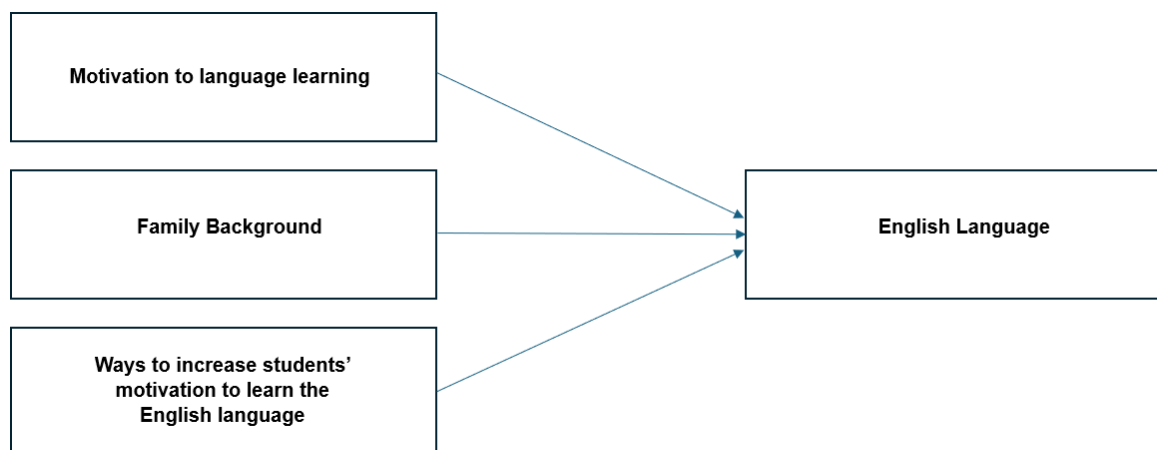


Figure 1: Research Framework

Statement of Hypothesis

H1: English language proficiency and motivation to learn the English language have a significant relationship among UNITAR students.

H2: English language competency and family background have a high correlation among UNITAR students.

H3: UNITAR students' English language ability has a significant impact by the use of methods that increase motivation.

The main objectives of this study are on three key hypotheses that are aiming to clarify what UNITAR students are motivated to learn English. UNITAR students' motivation to study the English language and their level of English language proficiency are positively correlated, according to H1. A significant connection between family background and English language proficiency is hypothesized by H2, suggesting that family support and the educational environment they provide are important for language learning. In conclusion, H3 suggests that UNITAR students' English language proficiency is highly impacted by their use of motivation-

boosting methods. The above hypotheses aim to investigate the principles behind language acquisition motivation and the factors that influence it within an educational setting.

Research Design

Research design is concerned with procedures employed in a research paradigm (Kekeya 2021). The research design for this study uses random sampling to select participants who are actively involved in educational programs that emphasize the use of the English language. Common probability sampling methods include random sampling techniques such as simple, systematic, stratified, and cluster randomization. Important to note is that with probability (random) sampling techniques, there is less risk of bias in the results of the research, and most important, statistical methods such as optimal sample size and sampling error as well as precision of results can be determined (Stratton 2021). By using quantitative research that can ensure that the random sample consists of students who have relevant motivation and knowledge and what influences this issue such as motivation to language learning, Family background, ways to increase students' motivation to learn the English language support to be able to provide meaningful data related to the factors that influence students' motivation to learn English among UNITAR students.

We use quantitative research known as norm-referenced and criterion-referenced measurements where we focus on the factors that influence students' motivation to learn English among UNITAR students and also investigate various elements that influence university students' proficiency in English. By focusing on using random sampling in quantitative, this study can gather specific insights on how various elements, such as motivation to language learning, Family background, ways to increase students' motivation to learn the English language.

Population and Unit of Analysis

In this study, we focus on individuals among UNITAR students as the unit of analysis. We randomly selected students to help us get information about them regarding the factors that influence students' motivation to learn English among UNITAR students. Therefore, we choose them who are fluent in English and able to understand English through questionnaires and random student interviews to investigate and understand the elements that affect their motivation to learn English is the motivation for language learning, Family background, ways to increase students' motivation to learn English affect the language English. First, it is necessary to identify the target population of the research, and the population should be for the entire group needed to draw conclusions about (Dr. Geoffrey Kapasa Mweshi, Kwesi Sakyi 2020). It is important to determine the target population carefully to find out the factors that influence students to be motivated to learn English. A random sampling frame is a list of people that we will select in a research study. Ideally, this list should include everyone in the target population to represent the group well. A sample, selected from this list, is a smaller group whose data will be collected and analyzed, accurately representing the larger population. In this study, we used a random sampling method, which is It mentions that each element in a sampling frame has a known and nonzero chance of selection, and random selection is used to choose elements and mentions advantage of stratified sampling is often useful when variability within strata is small and variability between strata is large (Turner, Dana, 2020).

The unit of analysis in this study is the individual student. This research aims to identify students and take into account various important factors that affect English learning. These factors include motivation for language learning, family background and ways to increase students' motivation to learn the English language. Taking these elements into account, this study aims to understand and improve the factors that affect English language learning among students.

Sampling Techniques and Procedure

Sampling is the process by which a researcher carefully selects through probabilistic and non-probabilistic methods several individual items from a larger population of interest for closer (Geoffrey et al., 2020). A survey method with correlational techniques is the research methodology used. Simple random sampling was used as the sample method (Yahya et al., 2023).

To study the factors that influence students' motivation to learn English at UNITAR, we will use a random sampling method. First, we will create a comprehensive list of all UNITAR students to serve as our sampling frame, ensuring that it covers the entire target population. From this list, we will randomly select a subset of students, for example distributing to students who are in a certain course, especially the English subject and other subjects. This is why we also give opportunities to students on other courses. This is to ensure that every student has the same opportunity to choose.

For surveys, questionnaires will be distributed in physical form during class sessions and campus events, as well as digitally through the university email system or online survey platforms such as Google Forms. This approach ensures broad and easy access for all students. This method approach will allow us to collect comprehensive data on factors such as motivation for language learning, family background, and ways to increase motivation in learning English.

This approach allows for a comprehensive understanding of the factors that influence students' motivation to learn the English language among UNITAR students. By considering these factors in this sampling technique and procedure, the study will generate comprehensive data about the aspects that influence the motivation of UNITAR students to learn English. The insights gained from this research will contribute to the development of more effective strategies for English language teaching and support.

Data Collection and Procedure

For conducting research, it is a must to collect data. Data is basically the information that is required for investigating a research problem after proper designing (Syeda Ayeman Mazhar, Rubi Anjum, Ammar Ibne Anwar, Abdul Aziz Khan 2021). The data was collected through distribution of an online questionnaire survey among Unitar students. It is very important that the data collection process is based on accurate and valid facts to avoid any mistakes and without the collection of certain information the research cannot be carried out and data collection will be delayed. Collecting data using an appropriate sampling technique is a challenging task for a researcher to do (Mizanur et al., 2022)

These factors such as motivation for language learning, family background, and ways to increase motivation in learning English. This plays an important role in shaping how students motivate themselves to learn English in the context of UNITAR university education which emphasizes the use of English while communicating, studying and while in the college area. Understanding how these factors that influence students' motivation to learn English among UNITAR students requires careful data collection methods that capture the nuances of each independent variable and dependent variable.

In the context of data collection and procedures using random sampling, used to select students to represent the population to be studied. We collect data through students at UNITAR University. For example, a random sample conducted among students in 50 people as an estimate including questionnaire and interview at UNITAR University is very demanding in the field of English to get opinions and views on what factors that influence student motivation to learn English among UNITAR students. Therefore, the data collection process must be thorough and systematic, focusing on the collection of accurate and relevant information related to motivation for language learning, family background, and ways to increase motivation in learning English. This approach not only increases the reliability of research findings but also facilitates informed decision-making for motivational policies and practices aimed at increasing the use and learning of English language skills among UNITAR students.

Summary of Measurement Items

This study investigates the factors that influence students' motivation to learn English among unitary students among them based on motivation to language learning, Family background, Ways to increase students' motivation to learn the English language (independent variable) and English language (dependent variable). By using a quantitative study that focuses on students who can be motivated to learn English fluently and observe and interpret the influence behind this. The measurement items for each variable are as follows: academic background is measured using a 5-item scale developed for this study. with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Next is family background assessed using a 6-item scale adapted from a previously validated instrument, with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). And lastly is social support evaluated using a 6-item scale developed for this study, with a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Research Instruments

The research instrument was a questionnaire, analysis of data using Likert analysis, percentage formula and to strengthen research, researcher also added interviews (Nurul Dwi Uddiniyah, Efa Silfia 2019). In this study, a questionnaire developed by the researcher was created using Google Forms to collect data on the main variables, namely motivation to language learning, Family background, Ways to increase students' motivation to learn the English language. A questionnaire designed to assess how these three variables have contributed to English language.

Motivation to language learning section examines a variety of factors that influence students' motivation to learn English. Key areas include personal and professional goals, interest in English-speaking culture, perceived benefits, self-efficacy, social support, learning environment, and language learning experience. These insights can help develop strategies

to increase motivation and improve English language acquisition among students. at UNITAR. Next is the family background section sought to gather information about the socio-economic and educational environment of the student's family, including parental education level, primary language spoken at home, parental involvement in English homework and household income. Finally, the section on how to increase students' motivation to learn English includes questions about effective teaching methods that are recommended and suggested possibilities such as interactive activities, using technology and personal learning. In addition, we will also ask questions related to how positive reinforcement, feedback and encouragement from teachers and peers affect motivation. Additionally, questions about the importance of setting achievable goals, using real-life examples and creating a supportive and inclusive classroom environment. By using Google Forms, the questionnaire ensures efficient data collection and organization, enabling real-time analysis while maintaining respondent confidentiality and data security. This structured approach facilitates a comprehensive understanding of the factors that influence English language proficiency, providing valuable insight into the relative contributions of motivation to language learning, Family background, Ways to increase students' motivation to learn the English language.

The questionnaire consisted of five sections, with each section containing five to six questions. Questions in each section include academic background, family background and social support. Most items use a 5-point Likert scale between 1 (strongly disagree) to 5 (strongly agree). To ensure content validity, the questionnaire was reviewed by the course lecturer before being administered to the respondents.

Methods of Analysis

In this research, we employ quantitative analysis as one of the data analysis techniques to investigate how Motivation to language learning, Family background, Ways to increase students' motivation to learn the English language. Recognizing the importance of the Statistical Package for the Social Sciences (SPSS) in research, we scrutinized the significant factors behind its adoption and acceptance as highlighted by (Habes et al., 2021).

In addition, the survey will be divided into two sections, one for the independent variables (Motivation to language learning, Family background, Ways to increase students' motivation to learn the English language) and one for the dependent variable (English language). By utilizing the SPSS program, we can systematically and efficiently organize our sizable and intricate data sets. SPSS facilitates complex data analysis, allowing us to apply various statistical techniques such as regression analysis, factor analysis, and correlation analysis. This enables us to identify significant relationships and patterns within the data. The software's robust capabilities ensure that we obtain precise and reliable data for our study, thereby enhancing the validity and accuracy of our findings on how the selected variables influence student's motivation to learn English among UNITAR students.

Findings and Results

The following findings are based on research conducted during the survey on "What motivates UNITAR students to learn English language?". Four analysis methods were used in this study which consisted of demographic analysis, normality analysis, reliability analysis, and correlation analysis.

Demographic Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	87	1	4	2.09	.802
Race	87	1.00	4.00	2.0690	.94982
Gender	87	1.00	2.00	1.7241	.44954
Education Level	87	1.00	15.00	2.6437	3.36181
Faculty	87	1.00	3.00	1.2414	.52751
Semester	87	1.00	12.00	4.8851	2.62557
Valid N (listwise)	87				

Table 1

Demographic Statistics

		Statistics					
		Age	Race	Gender	Education Level	Faculty	Semester
N	Valid	87	87	87	87	87	87
	Missing	0	0	0	0	0	0
Mean		2.09	2.0690	1.7241	2.6437	1.2414	4.8851
Median		2.00	2.0000	2.0000	1.0000	1.0000	4.0000
Mode		2	2.00	2.00	1.00	1.00	2.00

Table 2: Demographic Analysis Based on Table 1 above, the mean for age is 2.09. It shows that the average age is 22-25 ages, with 52 respondents. The median for age is 2.0, which stands at 2.0, which represents the middle value of the dataset. Similarly, the mode is 2.0, indicating that the majority of respondents selected option number 2, as it has the highest frequency. The standard deviation value of 0.80, which is lower than the mean, signifies that the data are clustered around the mean. This implies that the dataset values are relatively consistent and close to each other. Furthermore, looking at the minimum and maximum values for age, we find them at 0.1 and 0.4. This indicates that 0.1 represents the minimum value, while 0.4 signifies the maximum value chosen by respondents.

Next, race was measured in the demographic analysis; the mean value for race is 2.0690. The average race of the respondents is Chinese. The median for race is 2.0, which represents the middle value of the dataset. Similarly, the mode is 2.0, indicating that the majority of respondents selected option number 2 which is Chinese, as it has the highest frequency. The standard deviation value of 0.90, which is lower than the mean, signifies that the data are clustered around the mean. This shows that the values of the dataset are relatively consistent and close to each other. Furthermore, looking at the minimum and maximum values for race, we find them at 1.0 and 4.0, respectively. This indicates that

1.0 represents the minimum value, while 4.0 signifies the maximum value chosen by respondents.

Moreover, the mean for gender is 1.7241. It shows that the average gender of respondents is female, with 63 respondents. The median for gender is 2.0, which stands at 2.0, which represents the middle value of the dataset. Similarly, the mode is 2.0, indicating that most respondents selected option number 1 as their gender, as it has the highest frequency. The standard deviation value of 0.40, which is lower than the mean, signifies that the data are clustered around the mean. This implies that the dataset values are relatively consistent and close to each other. Furthermore, looking at the minimum and maximum values for gender, we find them at 1.0 and 2.0. This indicates that 1.0 represents the minimum value, while 2.0 signifies the maximum value chosen by respondents.

Moving onto the statistics of education level, the mean for education level is 2.6437. This shows that average respondents are from Bachelor of Education. The median is 1.0, which means that is the middle value in the dataset. The mode is also 1.0, which indicates that most respondents answered option number 1, hence the highest frequency which is 63 respondents. The standard deviation of the Bachelor of Education is 3.3618, this signifies that the data are clustered around the mean. In other words, the values in the dataset are relatively consistent, and the values in the dataset are close to each other since they have a lower value compared to the mean. The minimum and maximum values for education level are 1.0 and 15.0, which indicate that 1.0 is the minimum value while the maximum value is 15.0. In addition, faculty analysis, the mean 1.2, which shows that the average is from Faculty of Education and Humanities (FEH) The median 1.0, which means that is the middle value in the dataset. Meanwhile, the mode of status is 1.0, which indicates that the majority of respondents chose option number 1 as their faculty demographic as it has the highest frequency. The standard deviation is 0.5, which is lower than the mean. This shows that the data are clustered closely around the mean. In other words, the values in the dataset are relatively consistent. The minimum and maximum values for monthly income are 1.0 and 3.0, respectively, which indicates that 1.0 is the minimum value and 3.0 is the maximum value.

The last segment of the demographic that was analyzed was about the respondent's semester. The mean is 4.8851, and this signifies those average respondents are from semester 2. The median is 4.0, which means that is the middle value in the dataset. The mode is also 2.0, which indicates that most respondents answered option number 1, thus having the highest frequency. The standard deviation is 0.5275; this signifies that the data are clustered around the mean. In other words, the values in the dataset are relatively consistent, and the values in the dataset are close to each other because the value is lower than the mean. The minimum and maximum values for the respondent's experience with people with disabilities are 1.0 and 12.0, which indicates that 1.0 is the minimum value while the maximum value is 12.0.

Table 3

Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-21	17	19.3	19.5	19.5
	22-25	52	59.1	59.8	79.3
	26-30	11	12.5	12.6	92.0
	31 and above	7	8.0	8.0	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

Based on Table 3, the data shows the age of 22-25 as the majority who answered the questionnaire and is the highest frequency with 52 (59.1%) out of 88 respondents, Next, the majority in the second frequency is 18-21 with 17 respondents (19.3%) out of 88 responses, 26-30 and 31 and above are respectively at the lowest frequency which is only 11 and 7 of the total number of 88 respondents. This shows that the majority of respondents are 22-25 years old.

Table 4

Race

		Race			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	28	31.8	32.2	32.2
	Chinese	33	37.5	37.9	70.1
	Indian	18	20.5	20.7	90.8
	Other	8	9.1	9.2	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

Based on Table 4, the data shows that the majority of race respondents are Chinese as it has the highest frequency, with 33 out of 88 respondents identifying as Chinese. This represents 37.5% of the total respondents. Next majority is Malay, as the second frequency with 28 respondents (31.8%) out of 88 respondents and Indian, with 18 respondents (20.5%) out of 88 respondents. Others race, which has the lowest frequency of just 8 of the totals out of 88 respondents. This indicates the majority of the responses are from Chinese.

Table 5

Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	27.3	27.6	27.6
	Female	63	71.6	72.4	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

Table 5 shows that female is the majority of the respondents, as has the highest frequency with 63 respondents (71.6%) out of the 88 respondents, Moreover, male respondents have the lowest frequency with only 24 respondents, or 27. 6% of the total 88 respondents. This shows that the majority of responses are from a female perspective.

Table 6

Education Level

		Education Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor of Education	63	71.6	72.4	72.4
	Bachelor of Guidance and Counselling	1	1.1	1.1	73.6
	Bachelor of Accounting	2	2.3	2.3	75.9
	Bachelor of Business Administration	8	9.1	9.2	85.1
	Bachelor of Information Technology	1	1.1	1.1	86.2
	Bachelor of Psychology	2	2.3	2.3	88.5
	Diploma in Accounting	1	1.1	1.1	89.7
	Diploma in Business Administration	1	1.1	1.1	90.8
	Diploma in Early Childhood	1	1.1	1.1	92.0
	Diploma in Fashion Design	1	1.1	1.1	93.1
	Diploma in Logistics Management	2	2.3	2.3	95.4
	Foundation in Arts	1	1.1	1.1	96.6
	Foundation in Management	1	1.1	1.1	97.7
	Diploma in Animation	1	1.1	1.1	98.9
	Postgraduate Diploma in Education	1	1.1	1.1	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

Table 6 above, shows the level of education Bachelor of Education has the highest frequency in answering the survey questionnaire and the most common level of education, which is a total of 63 respondents (71.6% of the total respondents and 72.4% valid answers). This high percentage shows that the majority of respondents are likely from education-related fields. Bachelor of Business Administration as the second highest frequency with 8 respondents (9.1%) out of 88 respondents. While degrees and diplomas and other foundations as respondents, each made up between 1.1% and 2.3% of valid answers.

Table 7

Faculty

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Education and Humanities (FEH)	70	79.5	80.5	80.5
	Faculty of Business (FOB)	13	14.8	14.9	95.4
	School of Media, Arts & Design (SMARD)	4	4.5	4.6	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

Table 7, The data shows that the majority of respondents is from the Faculty of Education and Humanities (FEH), as it has the highest frequency with 70 out of 88 respondents. This represents 79.5% of the total respondents. Second highest respondent which is from Faculty of Business (FOB) with 13 (14.8%) out of 88 respondents. The lowest frequency for faculty is School of Media, Arts and Design (SMARD). There are not many respondents from the School of Media, Art and Design (SMARD only has 4 out of 88 respondents, or 4.5 % of the total.

Table 8

Semester

		Semester			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.4	3.4	3.4
	2	22	25.0	25.3	28.7
	3	3	3.4	3.4	32.2
	4	20	22.7	23.0	55.2
	5	5	5.7	5.7	60.9
	6	7	8.0	8.0	69.0
	7	6	6.8	6.9	75.9
	8	12	13.6	13.8	89.7
	9	8	9.1	9.2	98.9
	12	1	1.1	1.1	100.0
	Total	87	98.9	100.0	
Missing	System	1	1.1		
Total		88	100.0		

Based on the data presented in Table 8, the majority of respondents from semester 2, consisting of 22 out of a total of 88 respondents, making up 25.3% of the total, the highest frequency of answering the questionnaire. The second majority is from semester 4 which is a total of 20 respondents which represents 23.0% valid percentage. On the other hand, the lowest frequency of respondents from semester 12 is 1 respondent out of 88 respondents which is 100% of the total. This shows that the data from the respondents is from semester 2.

Normality Analysis

Normality analysis is a statistical technique used to assess whether a data set follows a normal distribution. It also measures the probability that the independent and dependent variables underlying the data set obey a normal distribution. To conduct a normality analysis, one needs to compare the data distribution with the ideal normal distribution through statistical methods such as Q-Q plots. This test offers a statistical assessment of the extent to which the data conforms to a normal distribution. In a Q-Q plot, data conforming to a normal distribution usually forms a straight line.

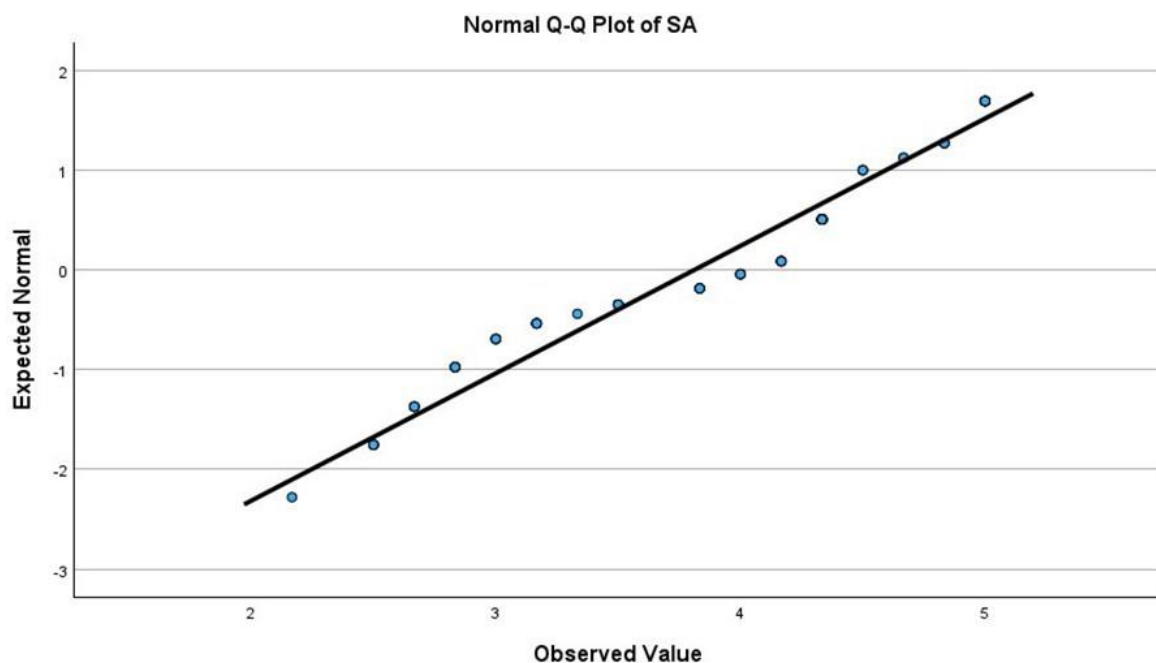


Figure 2 Normality Analysis of Family Background

Based on Figure 2, the results in section a show that the data points fall closely on the diagonal line. The results prove that the data sample was normally distributed.

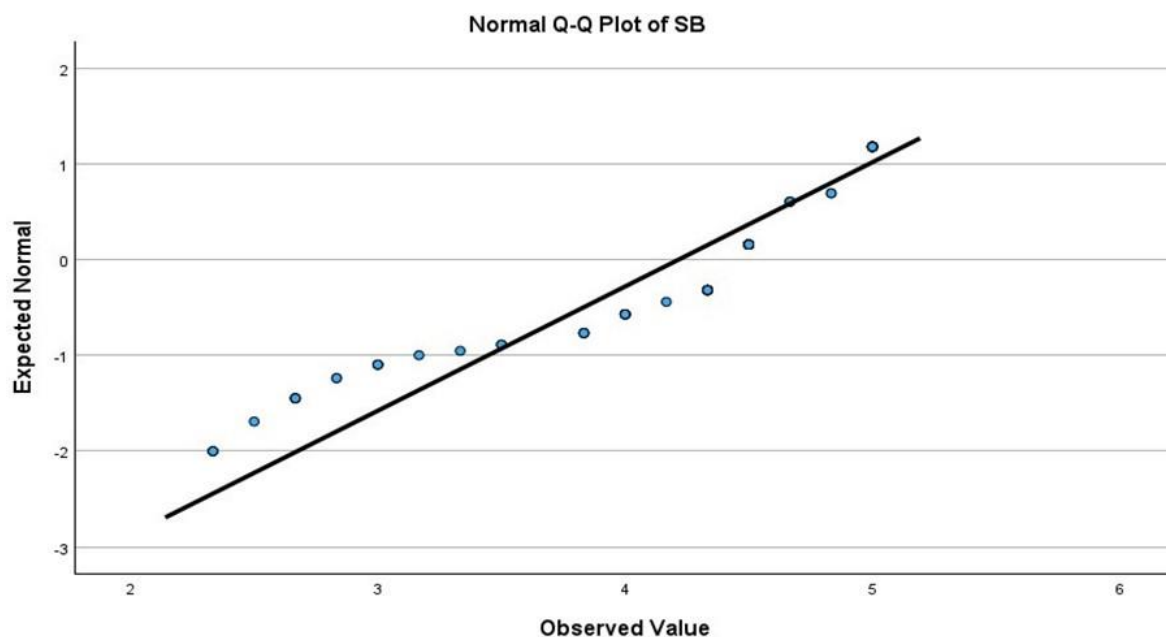


Figure 3: Normality Analysis of Student Intrinsic Motivation

Based on Figure 3, the results in section b show that the data points fall closely on the diagonal line. The results prove that the data sample was normally distributed.

Reliability Analysis

To ensure the integrity of the data collection process, the reliability of the measurement scale was evaluated using Cronbach's Alpha analysis. This method assesses reliability by measuring internal consistency. The variables were analyzed using IBM SPSS software, with Cronbach's Alpha employed to determine the scale's reliability. A score of 0.7 or higher is generally required for the measurement scale to be considered reliable, with scores above 0.7 indicating even greater reliability. Below are the Cronbach's Alpha test results, which provide insights into the reliability of our measurement scale.

Reliability Statistics	
Cronbach's Alpha	N of Items
.814	6

Figure 4: Family Background

Based on Figure 4 above, the reliability study of family background was created with a total of six items in the questionnaire. It implies that after the family background, the Cronbach's Alpha is 0.814, which is above 0.7, indicating that the items used to test the variables are reliable and consistent.

Reliability Statistics

Cronbach's Alpha	N of Items
.865	6

Figure 5: Student Intrinsic Motivation

Figure 5 above shows the reliability analysis of the student's intrinsic motivation was constructed with a total of six items in the questionnaire. It indicates that after the analysis of compensation, the Cronbach's Alpha is 0.865, which is above the 0.7 value which indicates that the items used to test the variables are considered reliable and consistent. Correlation Analysis

Table 9

Correlation Analysis

Correlations

		SA	SB
SA	Pearson Correlation	1	.619**
	Sig. (2-tailed)		<.001
	N	87	87
SB	Pearson Correlation	.619**	1
	Sig. (2-tailed)	<.001	
	N	87	87

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 above shows the results of the correlation analysis. This analysis was used to show the significant relationship between dependent and independent variables. When the significant value is 0.05 and below, it shows that the variables are statistically significant. Based on the results above, there are significant relationships between section A (SA) which is family background and section B (SB) is student intrinsic motivation hence, the significant value is 0.001. Hypothesis Testing Results

Hypothesis p-value Results

Table 10

Hypothesis Testing Results

Hypothesis (H1): English language proficiency and motivation to learn the English language have a significant relationship among UNITAR students.	0.001	Failed to reject H1.
Hypothesis (H2): English language competency and family background have a high correlation among UNITAR students.	0.001	Failed to reject H2.
Hypothesis (H3): UNITAR students' English language ability has a significant impact by the use of methods that increase motivation.	methods that increase motivation	Failed to reject H3.

H1: English language proficiency and motivation to learn the English language have a significant relationship among UNITAR students.

As shown in Table 10 above, the significant value of motivation to learn the English language has a significant relationship among UNITAR students is 0.001 and is less than 0.05. When the significant value is less than 0.05, it means there is a strong positive relationship. Therefore, it explains that there is a relationship between motivation to learn the English language that influences on What motivates UNITAR students to learn English language.

H2: English language competency and family background have a high correlation among UNITAR students.

As shown in Table 10 above, the significance is 0.001 and is less than 0.05. When the significant value is less than 0.05, it means there is a strong positive relationship. Therefore, it explains that there is a relationship between language competency and family background that influences What motivates UNITAR students to learn English languageH3: UNITAR students' English language ability has a significant impact by the use of methods that increase motivation.

UNITAR students' English language ability has a significant impact by the use of methods that increase motivation. Most of the suggestions on how to increase motivation in learning English are the same like watching or listening to English language entertainment, playing video games, conversing English language daily, and many moreover. Therefore, it explains that UNITAR students' English language ability has a significant impact by the use of methods that increase motivation.

Limitation of Study

The study has a few important limitations that should be noted. First, the research is limited to students from UNITAR, meaning that the findings might not apply to students at other universities. For example, the motivations and family backgrounds of students at UNITAR might be different from those at larger universities or institutions in other regions. This means that the results might not accurately reflect the experiences of a broader student population.

Second, the study relies on self-reported data, which could introduce biases. When students are asked to report their own motivations or family backgrounds, they might unintentionally provide answers that they think are more socially acceptable or that make them look better, rather than what truly reflects their experiences. For example, a student might report being highly motivated to learn English because they believe it is what is expected, even if their motivation is actually lower. This can make it difficult to get an accurate picture of what really motivates students.

Lastly, the study focuses on three specific variables: motivation to learn English, family background, and ways to increase motivation. While these are important factors, they are not the only ones that can influence English proficiency. For instance, factors like the quality of English instruction, peer influence, or access to English-speaking environments might also play a significant role. By not considering these other factors, the study may miss out on a fuller understanding of what drives students to learn English effectively. In summary, the study's findings might be limited because they are based on a specific group of students, rely on potentially biased self-reports, and focus on only a few factors, leaving out other possible influences on English proficiency.

Contribution of Study

This study offers valuable insights into what motivates students to learn English, especially in the context of UNITAR. By examining the role of personal motivation, family background, and different strategies to enhance learning, this research contributes to a deeper understanding of the factors that drive students' success in language acquisition.

One of the key contributions of this study is its focus on understanding what specifically motivates students at UNITAR to learn English. For example, it can reveal whether students are primarily motivated by personal interests, such as a genuine enjoyment of the language, or by external pressures, like the need for English proficiency to secure better job opportunities in the future. This understanding is crucial because it allows educators to tailor their teaching methods to better align with the students' motivations, ultimately making the learning experience more effective and engaging.

Another significant contribution of this study is its exploration of how family background influences students' motivation to learn English. The research looks into factors such as parental education levels, socioeconomic status, and the extent of English language exposure at home. For instance, a student whose parents highly value education and encourage English learning at home might be more motivated to excel in their language studies. By recognizing these family influences, schools and educators can better support students from diverse backgrounds, ensuring that all students have the encouragement and resources they need to succeed.

The study also suggests practical strategies that can boost students' motivation to learn English. For example, it might recommend incorporating more interactive and engaging teaching methods, such as group activities or the use of technology in the classroom, to make learning English more enjoyable. These strategies can help create a more dynamic learning environment that keeps students interested and motivated, leading to better language acquisition outcomes.

In addition to its practical applications, the study provides valuable guidance for both teachers and policymakers. The findings offer insights that teachers can use to design lessons that better match their students' motivations. Policymakers can also benefit from this research by using the information to develop programs and policies that support students from different family backgrounds. For example, they might implement initiatives that provide additional language learning resources to students who may not have as much support at home.

Finally, this study lays the groundwork for future research by identifying areas that need further exploration. While it focuses on personal motivation, family background, and strategies to increase motivation, it also highlights the importance of considering other factors, such as peer influence or the quality of English instruction. Future studies can build on these findings to gain a more comprehensive understanding of what drives students to learn English and how to best support them in their language learning journey.

In summary, this study makes important contributions to our understanding of why students at UNITAR are motivated to learn English, how their family background influences this motivation, and what strategies can effectively enhance their learning experience. By providing practical recommendations and laying the foundation for future research, this study has the potential to improve English language education not only at UNITAR but in similar educational contexts as well.

Recommendation for Future Research

For future research in the field of student motivation to learn English, several important areas should be explored to build on the findings of the current study. These recommendations aim to provide a deeper understanding of the factors influencing motivation and to improve language learning strategies.

Future research should include a more diverse range of students from various universities and regions. The current study's focus on UNITAR students provides valuable insights but may not fully represent the experiences of students in different educational settings. By including participants from multiple institutions and geographic areas, researchers can examine whether the findings are consistent across different contexts. This broader approach can help identify regional or institutional variations in motivation and provide a more comprehensive view of what drives students to learn English.

To gain a fuller understanding of what affects students' motivation to learn English, future studies should investigate additional factors beyond those covered in the current research. This includes exploring the impact of peer influence, the effectiveness of different teaching methods, and the availability of language resources. For instance, how do interactions with

classmates or the quality of English instruction affect motivation? By examining these factors, researchers can uncover new insights into the complex web of influences that contribute to successful language learning. Another crucial area for future research is the role of technology in enhancing students' motivation to learn English. As digital tools and resources become increasingly prevalent in education, understanding how they impact motivation is essential. Studies could focus on the effectiveness of language learning apps, online resources, and virtual classrooms in engaging students and supporting their language acquisition. For example, how do interactive apps or online practice exercises influence students' enthusiasm and progress in learning English? This research can help educators integrate effective technological tools into their teaching strategies.

Finally, investigating the role of parental involvement and support in students' motivation to learn English is a valuable direction for future research. The current study highlights the influence of family background, but a deeper exploration of how different forms of parental engagement affect language learning can provide actionable insights. For instance, how does parental encouragement, involvement in educational activities, or the provision of resources impact students' motivation and success in learning English? Understanding these dynamics can lead to strategies that better involve families in the educational process, ultimately supporting students' language development.

In summary, expanding the diversity of research samples, exploring additional influencing factors, examining the role of technology, and understanding the impact of parental support are key areas for future research. Addressing these recommendations will provide a richer understanding of what motivates students to learn English and how to effectively support their language learning journey.

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