CHAPTER I
INTRODUCTION

1.1 Background of study

English is a global language to create and maintain international connection with broader society in the World. English opened wider opportunities to share various socio-cultural issue, global and general knowledge, better education and living quality, and international economic collaboration. It is possible to happen since more than 61 countries used English as their official language with more than 1,4 billion speakers, excluding Indonesia (Fahri Zulfikar, 2023).

Indonesia needs a lot of development in English ability for its general society. Based on the data of *Education First,* Indonesia is Included as a country with low English proficiency, ranked 79 out of 113 countries in the world. In the context of this research, Makassar as the representative of South Sulawesi is included as a city in Indonesia which has low English proficiency, ranked 18 out of 20 capital cities (Education First, 2023). Moreover, the data were collected from productive age respondents. Nevertheless, as a foreign language, English is still taught in various education levels from beginner to adult learners to answer global challenges (Castles & Pierson, 2021). In the diverse linguistic and cultural setting of South Sulawesi, English has become essential for clear communication, education, and economic growth.

Unfortunately, despite numerous attempts to improve it, English teaching in South Sulawesi has not yet been able to achieve its stated goals. According to a study, English skills of employees at Regional Office for Cultural Properties Preservation in South Sulawesi are still lack (Annisa et al., 2023). It explained various English barriers implicitly. However, a popularity for English must be properly formulated in order to guarantee that the certain Institution permits its human resources to study the language in order to achieve a level of overall performance to support their global purpose. It is related to language learning motivation to achieve employees higher career opportunity.

According to (Dörnyei & Clément, 2001), motivation is something that can only be seen in other people's behaviour. Since motivation is such a complex concept, there is no one way to express it. People are motivated or driven to act in certain ways

in their lives. Motivation can enable people to achieve high performance and assist them in getting past the obstacles that stand in the way of change. By directing, controlling, and being persistent in human behaviour, one can motivate others. People benefit from motivation by maintaining and improving their behaviour. Language learning motivation can be divided into two categories: integrative and instrumental (Brown, 2000). Learners who are motivated by integrative motivation typically seek to improve themselves and expand their knowledge of foreign cultures (Gilakjani et al., 2012). The learners study it in order to be well-received by those who speak the foreign language. However, instrumental motivation is not something that people do because it is what they want. They learned because they needed to learn the language for other reasons.

In the case of facilitating English learning for adult learners, a thorough understanding of how they are motivated to learn, what, and how barriers to learning are formed is necessary. They, staffs or employees, have their own personal biography, view of the world, and what is needed to survive and succeed in their personal intention. They even have their own personal view of success. Internal and external influences on the them, both in their past and present experiences. Different institutions have different English usage purpose to maintain the quality of their human resources.

Related to Staffs English learners, Institut Parahikma Indonesia (IPI) become a suitable subject to be explored since it has a language development program for all of academic staff which has been established since 2018. Institut Parahikma Indonesia has vision to bring international atmosphere into its general environment, the implementation is proved by its alumni who work and study overseas. IPI sent some alumni to go abroad for work and academic purpose every year. It becomes a challenge for the staffs in IPI to adapt with the international atmosphere.

After preliminary research with the academic staffs as EFL learners, the researcher has found the essence of English for their future based on their perspective. However, they faced some obstacles related to low motivation, and other barriers. It is factual because the researcher was also an English instructor in the language development program of IPI who saw some gaps in different language learning motivation, barriers, and strategies from staffs in IPI. Therefore, the observation was conducted intensively regarding on this phenomenon to explore their different ways to deal with English.

1.2 Statement of the problem

This study explored four problem statements related to motivational factors in English learning, English barriers, their implication and relevant strategies of staff learners to overcome their English barriers. The detail explanations are demonstrated below;

1) To analyze the factors that could become motivation and barriers which affect the staff learners in their English learning process.
2) To identify the kinds of motivation that staffs possessed in order to reach effective English learning process.
3) To examine internal and external factors that affect staffs' motivation to learn English.
4) To classify the solutions of those staffs in overcoming their English barriers.

Those statements lead to (Maslow, 1942) which classified the motivation into a hierarchy based on human needs. The grand theory demonstrated 5 level of human needs; physiological needs such as fundamental requirement for living, need for safety so that they can maintain the generation without any threat, love and social needs which involve both giving and receiving love, need of self-esteem which focus on how to acquire honour and achievements in order to be more prestigious as a human, and self-actualisation which is the highest level of human needs. Self-actualisation focuses on when people generally need to show their personal branding, domination, public roles, and desire to become what they want in order to get recognition. Furthermore, self-esteem and self-actualisation are related with the English learning motivation for adults since English enables the users to acquire prestige level in general society so that they could actualize themselves to acquire recognition. It is related to a theory which divided language learning motivation into 2 classifications; a) integrative motivation when learners indicate positive attitude toward the foreign language and its culture. For instance, adult learners get pride and prestige by using the language and fit with its culture. b) Instrumental motivation is when learners focus to learn target language because of living merits such as working requirements to support their future (Gardner & Lambert, 1972). Further study expanded the points that encouraged EFL learners in studying English.

The next point that had been explored in this study is what are the English barriers encountered by staffs? Although there is a lot of English learning approaches that have been outlined by (Richards & Rodgers, 2014), language barriers for English learners still exist differently based on research subjects, especially for adults. For instance, in affective aspects, adults are often anxious, situational, and insecure to use English (Cohen & Norst, 1989). However, the language barriers had been explored wider in this study. In addition, there are internal and external factors that could affect learners' motivation in learning English, and it could be interesting to be explored.

Another aspect that explored also in this study is what strategies or concrete efforts do staff learners use to overcome their language barriers? The strategies are demonstrated based on the respondents' experience through the interview. It explored recent different information from their experience since there are 14 language learning methods in the 20th century (Richards & Rodgers, 2014). To illustrate the new information possibility, some of adult English learners preferred to learn by Grammar Translation Method (GTM); partially, adult learners are tending to learn by natural approach which focus on language as tool to transmit message to be understood rather than focus on the message form (S. D. Krashen & Terrell, 1983). The different preference of language learning had revealed different strategies to overcome language barriers in this study.

1.3 Research Questions

The current study is formulated on the basis of questions which are determined in Research Questions as follows:

1. What are the types of language learning barriers and motivation that affect the English learning of the Staffs at Parahikma Indonesia Institute?
2. What kinds of motivation that these learners possessed to learn English effectively?
3. What kinds of internal and external factors that affect staffs' motivation in learning English at Institut Parahikma Indonesia?
4. What are the concrete efforts to minimize foreign language learning barriers of the staffs at Institut Parahikma Indonesia?

1.4 Objectives of the study

This research will focus on finding out the things that encourage and discourage the staffs to learn English and their way to overcome the issue. Based on it, the objectives are formulated below;

1) To identify and categorize the types of language barriers that impact the English learning experience of the staff at Parahikma Indonesia Institute, including both linguistic and non-linguistic challenges.
2) To examine the kinds of motivation that staff members possess, distinguishing between intrinsic and extrinsic motivations that contribute to their effectiveness in learning English.
3) To analyze the internal and external factors that affect the motivation of the staff in learning English at Institut Parahikma Indonesia.
4) To propose concrete strategies and efforts aimed at minimizing language learning barriers, enhancing the motivation of staff, and improving overall English proficiency at the institute.

1.5 Significance of the study

This research is expected to give contributions to both theoretical significance and pedagogical significance aspects.

1. Theoretical Significance

This research is based on phenomenology research (case study). By referring to the design of this research, the latest integrative and instrumental motivations, problems and solutions will be revealed based on current time in order to contribute to language learning motivation theory since different ages have different experience, and different experience could generate the latest scientific wider information.

2. Practical significance

There are three important points of practical significance of this research. The points are demonstrated below;

a) Instructors, who will become learning partners of adult learners, can formulate teaching materials and techniques based on the data that will be collected in this research and encourage them to use English more often.
b) Staffs of *Institut Parahikma Indonesia*, can reveal their motivation and anxiety in learning English. Moreover, their solution to overcome their own language anxiety can be adapted and applied by other adult learners.
c) Other researchers may use this study to conduct other research that is related to this issue.

CHAPTER II
LITERATURE REVIEW

2.1 Previous Related Studies

This section provided an overview of related research that have been documented in relation to the topic of the research. There are some previous studies that are being reviewed as tracers to understand the gaps in this study. They are all related to the motivation and language barriers of adult EFL learners.

Factors which influence English learning barriers and motivation of adult learners in extracurricular activities at university

In 2020, collaborative research was undertaken by Alhasov et al., (2020a) underlined factors which influence English learning barriers and motivation of adult learners in extracurricular activities at university. The article was focused on experimenting adult learners' preparation to learn English, reveal adult learners' obstacles to study English and maintain the shape of English teaching atmosphere for adult EFL learners through extracurricular activity in a university according to the collaborative teaching plan. The research hypothesis is that adult learners' motivation to learn English increases after they examine their learning disabilities and work to minimize them in an out-of-class work setting within the framework of collaborative learning strategies. The objectives of the research are succeeded by scientific methods: analysis, synthesis, complex analysis, conceptual systems,

fact-based methods, descriptions, questioning, testing, observation, questioning, and generalization. Respondents were 52 adult learners (aged 40-55 years) who involved in the Ukrainian-Norwegian program and attended business English courses.

The findings of the article revealed 4 main barriers which appear among adult learners in learning English. The barriers are cognitive-communicative, negative perceptual, organisational, and behavioural. Moreover, *cognitive-communicative barrier* is acknowledged simply when it appears since adult's cognitive capability is not as same as younger's learning ability, especially to learn foreign language effectively. *Negative perceptual barrier* is simply acknowledged as English usage

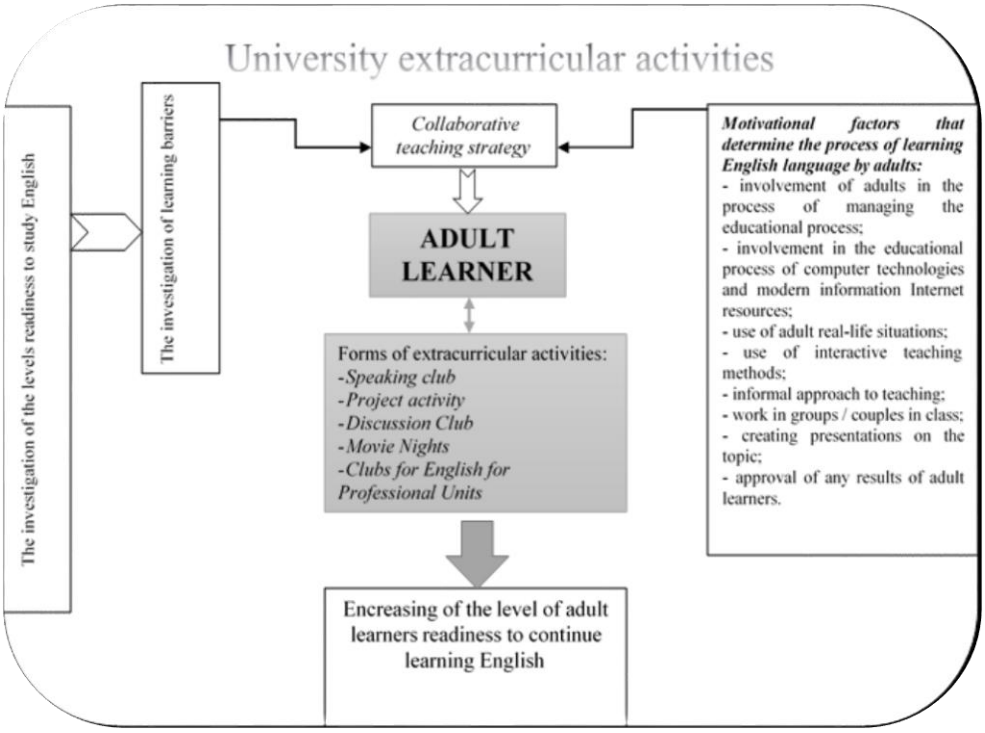

Figure 1. Alhasov's model of English teaching environment for adult learners within university extracurricular activity based on the collaborative teaching strategy

anxiety when adults are afraid to make a mistake in English. Furthermore, *organisational barrier* has its own scope which concern with the English teaching system while behavioural barrier explains about lack of practice time by the adult learners or less of time management (Alhasov et al., 2020a).

Language learning motivation based on learning strategy and gender

In different aspect, Budiarti (2022a) summarized the proportion of language learning motivation based on learning strategy and gender. The results demonstrated different types of students' motivation described in diagram below;

Figure 2. Different types of students' motivation

From figure 1 above, it showed 23% of the students were motivated to learn English to be successful in their education while 22% of the students wanted to enhance their self-confidence. 19% of the students wanted to improve their life. The students' motivation to travel around the world and build a relationship through English learning was the same percentage; it was 18% of students. The most motivations that the students wanted to learn English were to succeed in education (23%) and enhance their self-confidence (22%). In other words, instrumental or extrinsic motivation indicated a higher proportion than integrative motivation. Furthermore, extrinsic motivation is related to social support in the proper environment. Another aspect in this research was the influence of gender toward learning motivation. Apparently, there were no significant results about gender influence toward adult learners' motivation.

The scope of intrinsic and extrinsic motivation into the attitude of learners based on different ages.

In line with the previous part, Chuane et al. (2023) expanded the scope of intrinsic and extrinsic motivation into the attitude of learners based on different ages. The researchers divided into 3 domains such as;

a. Cognitive domain

Cognitive domain is related to psychological factors in language learning barriers such as fear of making mistakes, reluctance, and fear of negative evaluation, compared with linguistic factors such as insufficient vocabulary, insufficient pronunciation, and insufficient understanding of English knowledge, Grammar rules, reading and oral expression (Amoah & Yeboah, 2021). That is the main problem in adult English learners.

English walks on a crucial role in career and for travelling purposes and tertiary education enrolment. Adult participants expressed their willingness to learn English well in terms of their subjective and career will since they know that English can maintain their life in the future. Furthermore, they know that English allows them to join with the international environment (Sandal et al., 2019). Moreover, English for adults is not limited to fluency in speaking but also cross-cultural understanding (T.-Y. Lee et al., 2023).

Five interviewees showed that their most significant problem in learning English was lack of vocabulary as their lexical knowledge, as shown in theme three. There was no environment for students to practice English outside the school in China. The participants expressed that they gradually lost interest and sense of achievement towards English when they could not recognise the words. Five students said they did not have a strong sense of self-control in English lessons and other subjects. However, they can communicate the obstacles so that the teachers could find solutions to overcome the problem.

b. Affective Domain

According to (Hoque, 2016), the affective domain focuses on attitudes, values, desires, and emotional feelings. In order to energize students to learn, these aspects below the affective domain must be engaged. From the psychological perspective, ‘emotional injury’ or ‘emotional scar’ refers to a lasting effect of emotional trauma. Without the right formula of strategies to

promote motivation, we could see a negative correlation with learning motivation as the outcome.

While learners get bad experiences in English learning which produce a bad impression. Some of them were initially very interested in this subject, but they gradually lost interest due to the unmotivating learning methods such as text recitation and word dictation. However, most students said they had gradually realised the importance of English.

c. Social Domain

It focuses on interpersonal connection such as interactions, relationships, and cultural aspects that influence how individuals acquire and use a new language. Language is not just a tool for communication; it's also deeply intertwined with social contexts and cultural norms. The social domain plays a crucial role in shaping language learners' experiences, motivations, and proficiency levels.

However, a study about motivation and problems of Thai staff in learning English at Thai-Nichi institute of technology stated different perspective. This study revealed that Thai staff have high levels of instrumental and integrative motivation for learning English, but motivation is not affected by age or work experience. There were 23 Thai staffs who attended an English course from August to September 2017 that had been participated by filling 25-item motivation questionnaire and open-ended questions. The data analysed by Descriptive statistics, independent-samples t-test, ANOVA, and content analysis.

The main findings are highlighted in some key-points 1) Thai staff demonstrated a strong motivation to learn English. 2) Instrumental motivation (such as learning English for practical reasons) surpassed integrative motivation (like learning English to connect with the target language community). 3) The primary instrumental motivations included expanding their knowledge and achieving personal fulfilment, while the main integrative motivation was to sustain relationships with foreign friends and acquaintances. 4) The motivation of Thai staff in learning English was not significantly influenced by their age or work experience (Tappoon, 2018).

Intrinsic Motivation

Intrinsic motivation refers to the internal drive to engage in a task for its own sake, rather than for external rewards. For staff learning English, intrinsic motivation can manifest in several ways:

1. **Personal Satisfaction**

   Staff may find joy in mastering a new language, leading to a sense of accomplishment. For instance, a curriculum evaluation study on measuring the Learning Outcomes and Satisfaction Levels of Thai Adult Learners with an English for Cultural Tourism Communication Course, Suphan Buri in Thailand revealed that Thai adult learners were highly satisfied with an English for cultural tourism communication course that improved their learning outcomes (Chanpradit, 2022). It is reasonable since adult learners got a significant improvement after English course. Moreover, The adult learners were very satisfied with the teaching competencies and activities of the English course.

   Furthermore, another research indicated that personal satisfaction of adult learners in learning English could be reached if the English material and curriculum are fit and related to their jobs (Suningsih, 2021). For instance, in this research the employees learned about topics like finance, accounting, and business in their English courses, which were relevant to their work. The English skills learned in college may not fully translate to the workplace, and employees primarily use reading skills rather than other skills like writing or speaking.

2. **Curiosity and Interest**

   A genuine interest in the English language and culture can motivate staff to learn. Curiosity is fundamental in inspiring non-English department students to learn English, and factors like learning facilities and socioeconomic status can impact their curiosity (Gumartifa et al., 2022).

3. **Self-Improvement:** Many individuals are driven by a desire for personal growth and skill enhancement, viewing language learning as a valuable asset.

4. **Social Interaction:** The desire to communicate effectively with colleagues and clients can encourage staff to improve their English skills.

5. **Career Advancement:** While often seen as an external factor, the internal desire to advance in one's career can also be an intrinsic motivator, as staff recognize the value of English proficiency in their professional development.

Focusing on internal or intrinsic motivation, there are some previous findings with various perspective.

Internal motivation is crucial for learning English as a foreign language and leads to better achievement and performance (Sayed Shir Aqa Hashemi & Fahima Ramesh, 2022). Their literature review identified the findings such as, 1) The learners were motivated by both integrative and instrumental factors in learning English as a foreign language. 2) The learners' achievement in learning English and overall academic performance were highly successful. 3) Integrative motivation refers to learning a language for personal growth and cultural enrichment, while instrumental motivation refers to learning a language for practical purposes like future employment or communication.

Moreover, improving internal motivation is crucial for non-native English learners to effectively learn the language (Gumartifa & Sirajuddin, 2021). Their study explored some findings into various key-points; Firstly, learning motivation is a fundamental requirement for non-EFL learners to effectively improve their English skills. Secondly, students with high and deep motivation in learning English are more likely to achieve their learning objectives. Thirdly, Both teachers and students must work together to continuously improve the learning motivation of non-EFL students, both in and outside the classroom.

Extrinsic Motivation

Extrinsic motivation involves engaging in an activity to achieve external rewards or avoid negative outcomes. In the context of staff learning English, extrinsic motivation can be driven by several factors:

1. **Career Advancement:** The prospect of promotions or new job opportunities may motivate staff to improve their English skills.
2. **Performance Evaluations:** Positive feedback and recognition from supervisors for language proficiency can encourage staff to learn.

3. **Training Programs:** Participation in professional development courses that require English proficiency can serve as a motivating factor.
4. **Job Requirements:** Certain roles may necessitate English language skills, prompting staff to learn to meet job expectations.
5. **Financial Incentives:** Bonuses or salary increases tied to language proficiency can drive staff to engage in English learning.

A study by (Ahmed et al., 2024) entitled *Motivation of Learning English Language by The Administrative and Academic Support Staff at Workplace in A Private Sector University in Karachi*, explored that Administrative and academic support staff at a private university in Karachi are highly motivated to learn English, both interactively and instrumentally.

Quantitatively, this research was proceeded through a modified version of the Tantip Kitjaroonchai (2012) questionnaire - Data analysis using mean scores, standard deviations, and the Degang (2010) framework for interpreting motivation levels. At the end, the main findings indicated the administrative and academic support staff at a private university in Karachi were very motivated to learn English for both integrative (social) and instrumental purposes. Moreover, the staff at this private university place significant importance on acquiring the English language.

Instrumental and Integrative Motivation

Integrative Motivation arises from the desire to connect with and integrate into a community that speaks the target language. It is about personal and social connections. While instrumental motivation is driven by practical benefits, such as using the language for career advancement, education, or achieving specific goals. There are some previous findings that have elaborated about integrative and instrumental motivation in learning English.

A study about Students' instrumental and integrative motivation in learning English explained that the students had both instrumental and integrative motivations for learning English. Instrumental motivations included practical reasons like getting a good job, studying/working abroad, passing tests, and accessing English materials for school. In other words, instrumental motivation is able to be simplified as a tool to assist careers. Integrative motivations included personal interests like enjoying the language, making friends, and engaging with English media and culture (Hanyeq et

al., 2018). Additionally, in higher education ecosystem in Indonesia, a study has been conducted to compare what kinds of motivation which has dominant influences for the adult learners. The research finding indicated that majority of the students are integratively motivated (Rahadianto et al., 2022). In other words, learners are focusing on personal reason like enjoying the second language and improving self-esteem rather than career or work reasons. Differently, an investigation of ESL students' instrumental and integrative motivation towards English Learning in a Chinese School explained that students in the school are more instrumentally motivated than integratively motivated to learn English (Hong & Ganapathy, 2017). Nevertheless, in their learning process, vocabulary and grammar were the biggest problem areas for students which impacted their speaking and writing skills.

The influence of social environment towards adult learners' English learning motivation.

Furthermore, in positive social environment context, (Zubiri-Esnaola et al., 2020a) emphasized that the social environment has its own roles to enhance adult learners' motivation to practice English, especially in speaking. In other words, the social environment is able to minimize learners' anxiety to express their oral ability. This situation appeared because the learning process was filled with interchange, involvement and collaboration as learning support. Social environment is described as inclusive participation, Heterogeneous groups, solidarity and collaborative interactions, teachers' and students' roles, and learning expectations.

The description of a supportive social environment in English language learning for adults will produce inter-social communication which not only focuses on the learning process but also social engagement to build emotional value among instructors and learners so that they can create collaborative learning.

Collaborative learning from social environments became crucial since it is included as a psychological factor in learning motivation which is explained by (Abrar et al., 2018). Related to the previous statement, (Evans & Tragant, 2020a) demonstrated that while psychological factors did not shape any motivation for adult learners, it could lead to learning discontinuation tends to retain a negative perspective of their social environment, it indicated that environment could be a powerful effect to demotivate adults in language learning. It is lead to bad social environment effect.

Bad social environment is able to cause negative effects on the students. For instance, when learners get lack of support from relatives, family and other social environments, it could lead to demotivation in English learning (Shao & Kang, 2022). This shows that family members, particularly parents, have a significant role in supporting students' learning in terms of social support.

The influence of media and technology toward adult learners' English learning motivation.

Not only psychological and environmental factors but also media and technology influenced adult English learners' motivation significantly. (Albiladi et al., 2018a) outlined the use of media in English language teaching has received a lot of attention from educators and second language teachers. Media usage includes the use of movies, music, films, and other types of entertainment-related learning resources. This qualitative study investigated English language learners' perceptions of the utility of film as an English language teaching tool. The research focuses on language learners' perceived benefits and challenges of relying on English-language films to develop their language skills. The findings showed that language learners perceive movies as an authentic source of language learning and were effective in improving language skills such as speaking, listening, reading, vocabulary, and writing.

Yang (2020) demonstrated Mobile Assisted Language Learning (MALL) contained some factors that stimulate the learning motivation of four Chinese EFL learners. This study explores the possible factors influencing the motivation of MALL learners in natural learning environments. Results showed that the following factors influenced learners' motivation:

(1) Interesting and useful reading content;

In this research, attractive reading content was the most effective factor to motivate students. Learners said the main reason for them to keep learning with *MintReading* was the attractive and useful reading material, rather than other attractions.

(2) Affordability of mobile technology

The affordability of mobile technology available on MintReading boosts engagement for learners by helping them overcome language barriers and alleviating their learning anxiety. Participants all said they benefited from the built-in dictionary because they could learn the meaning of unfamiliar words just by double-tapping the screen. Gloria said the feature helped her get used to reading long texts in English and develop more effective reading strategies. As she builds reading confidence with the help of the built-in dictionary, she can read more fluently by grasping the main points and skipping over seemingly unimportant new words. As a result, she is more motivated to read because she can cope better with lengthy texts in English. In addition to appreciating the convenience of the integrated dictionary, attendees also rated its audiobook functionality positively. Thus, this mobile technology can enhance their ability to read English and encourage them to stay motivated in the process.

(3) Motivational design of apps.

However, interaction with the online community (social media application WeChat) did not promote learning motivation. The discussion of the findings is based on self-determination theory and also addresses the implications and limitations of this study.

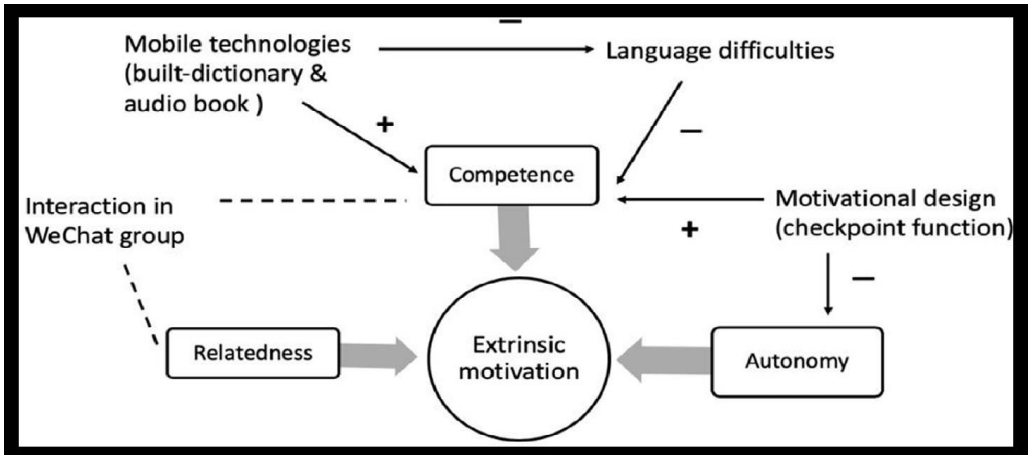

Figure 3. How factors influenced motivation

By that time, apparently mobile learning is not enough to enhance learners' motivation to learn English.

Moreover, robots began to be involved in language learning based on (Engwall & Lopes, 2022) who explained how robot learner interaction works in Robot Assistance Language learning (RALL) is influenced by behaviour of robot's

interaction. The purpose of the summary is to identify the appropriate teaching method setting up RALL with adult learners. It shows the different ways the bots interact and behaviour influences bots and between the learner and two learners. Through a Learner interaction, collaboration and learner assessment analytics for different robot behaviours, it is observed that Learners were most active with the bot, which focused on interviewing one learner at a time (highest average rating), but they were most active in sessions where the bot encouraged the learner - Learn to interact. RALL interaction can to a large extent be described by the teaching strategy and the role of the robot, which are both influenced by the type of the robot (regarding its hardware and software features).

Barriers in learning English in various aspects

Some students encounter some obstacles in learning English using online methods. There are some findings which have investigated the reason why some people feel dissatisfied by online learning. (Mahyoob, 2020) demonstrated that English learners were dominantly dissatisfied by the use of online learning methods since the students got unexpected results from their English performance.

Furthermore, there was a study that illustrated several barriers in learning English through online methods such as academic capability, internet connection and technological issues (Mulyawan & Artawa, 2021). Indonesian students have experienced those barriers even before the COVID-19 pandemic. The English learning method requires a lot of practical language performance; however, the learning is limited through online learning. Therefore, this study was aimed to find out the obstacles faced by the students in learning English which focused on the factual issues during the online learning process.

Moreover, there are 8 barriers that have been discovered by (Nifriza & Yenti, 2021) in learning English. The issues are language anxiety, adaptation struggle, diversion of attention to the other side, technical issues, cost of online education implementation, technological competence and the least barrier faced is computer literacy. Those issues become barriers to be overcome in online learning.

For adults, language barriers are an impactful problem that can affect individual accessibility to employment, education, healthcare, and social interactions (Y.-K. Lee, 2021). These barriers can take many forms, including differences in pronunciation, grammar, vocabulary, and syntax, as well as cultural

differences that affect communication. In recent years, several studies have highlighted the impact of English language barriers in various domains.

Language barriers can also create feelings of exclusion and social isolation for non-native speakers (Westcott & Vazquez Maggio, 2016). A study published in the Journal of Language and Social Psychology found that language barriers can make it harder for individuals to form meaningful relationships and can lead to negative perceptions of non-native speakers.

In Adult's learning process, (Evans & Tragant, 2020a) emphasized that teachers and their courses become the major determinant to demotivate adult learners since teachers are the main motivation source in the learning process. More specifically, practitioners need to consider learners' lack of time, real or perceived, when designing and implementing courses. Similarly, practitioners may play a greater part in helping to resolve the discrepancy between a learner's plateau and their ceiling. Teachers should highlight the gap in higher level knowledge and illustrate the progress of every step. The demotivated learners in this study emphasized the demerit effect on the learning experience of a course content which is disconnected to the future goals.

A study explored that Pakistani teachers revealed various constraining factors that could barricade learners' progress of learning English in Pakistani contexts. Among perceived socio-cultural barriers, the most common and significant factors hindering the promotion of learner autonomy included lack of awareness about learner autonomy, teacher classroom domination, rigid attitude to learner creativity and intelligence, teacher-centred, different gender interaction anxiety and teacher bias (Yasmin & Sohail, 2018a). Despite the recent focus on a learner-centred approach in some institutes, teachers' beliefs show that development of LA in the public sector is an ideal hard to achieve. As teachers and learners are grown up in Pakistani culture, they are so socially and psychologically attuned to its hierarchical structure that they have no motivation to change the roles. It is also inferred from teachers' opinion that Pakistani learners possess reactive autonomy and can become proactive only when along with institutional changes socio-cultural constraints are addressed. By highlighting constraints, present findings guide parents, teachers, learners and educational authorities to map the line of action as socio-cultural constraints cannot be overcome by any single party involved.

Following implications are made to pave the way for LA promotion: teachers should be trained to meet the challenges.

Additionally, a study conducted by Athena et al (2023) entitled *Internal Factors of Low ESP Learners' Motivation to Speak: The Case of Cruise Staff*. Qualitatively, this study was involving 10 participants. The researchers were Investigated the internal factors contributing to low motivation to learn English speaking skills. Then, this study explored that Internal factors like low self-confidence, nervousness, laziness, shyness, and fear of mistakes contribute to low motivation of cruise staff to learn English.

Overall, Adult English as a Foreign Language (EFL) learners, in this case; staffs may face a variety of language barriers that can impede their ability to learn and use the English language effectively. Some of the most common language barriers include: Vocabulary comprehension, grammatical issue, Pronunciation, Idioms and Phrasal Verbs, Cultural differences, and Confidence issue to use English. Moreover, technological issues could become an issue in their learning process nowadays.

Language comprehension issues faced by participants inhibited their learning motivation significantly. Most participants in their journals explained that they experienced obstacles in comprehending some words, non-verbal signs or background information, making them feel demotivated and unwilling to continue learning. A slight drop in the time Frey devoted to reading in week seven also validated the causal relationship between learning difficulties and declining motivation. This result enhances the perspective that language learning is a cognitive activity which requires learners to be able to overcome obstacles in order to maintain their learning motivation (Ushioda, 2013).

Additionally, a study examined the factors that affect the motivation of staff at Mangusada Badung General Hospital in learning English. Researchers collected data through a questionnaire featuring closed-ended questions, distributed to 50 staff members from different departments. The analysis centered on motivation theories from Gardner, William & Burden, and Finocchiaro to identify five primary factors influencing motivation in English learning: personality, behavior, the teacher's role, learning style, and language relationship.

The key findings of this study highlighted that: 1) Learning style was the most significant factor influencing the motivation of staff at Mangusada Badung General

Hospital to learn English. 2) The five factors analyzed—personality, attitudes, teacher's role, learning style, and language relationship—exerted a comparable level of influence on motivation. 3) Adapting teaching methods to align with students' preferred learning styles can enhance their motivation to learn English. (Indriani, 2020).

2.2 Theoretical Review

1. Language Learning Motivation for Adults

Most adults are triggered to learn English with a conscious psychological process named motivation. Adults' motivation in the proper way is dynamic because of many ways. (Gardner & Lambert, 1972) divided language learning motivation into 2 classifications; Integrative motivation and Instrumental motivation.

Integrative Motivation

Integrative motivation refers to the desire to learn a language in order to connect with and integrate into a community that speaks that language. It involves a personal commitment to understanding the culture, values, and social norms of that community. For instance, adult learners get pride and prestige by using the language and fit with its culture. Adult learners will reveal and imitate native speakers who they want if adult learners are involved in an English conversation.

Characteristics:

- **Social Interaction:** Learners motivated integratively wish to engage with native speakers, build friendships, and participate in cultural exchanges.
- **Cultural Appreciation:** There is a strong interest in the culture associated with the language, which can enhance the learning experience.

- **Identity Formation:** This motivation often ties to personal identity, as learners seek to identify with the target language community.

Instrumental Motivation

Instrumental motivation is driven by the practical benefits of learning a language. Learners are motivated by the tangible outcomes that proficiency in the language can bring, such as career advancement, education, or access to information. This motivation leads the learners to focus on learning their target language because of living merits such as working requirements to support their future.

Characteristics:

- **Goal-Oriented:** Learners focus on specific goals, such as obtaining a job that requires English proficiency or passing an exam.
- **Practical Use:** The motivation is often linked to utilitarian needs, such as improving job prospects, gaining qualifications, or accessing resources.
- **Short-Term Focus:** Instrumental motivation may lead to learning that is more focused on immediate outcomes rather than long-term engagement with the language.

Implications of Gardner & Lambert's Work

1. Gardner and Lambert's distinction between integrative and instrumental motivation has had a significant influence on language education, highlighting the importance of understanding learners' motivations to tailor teaching methods effectively.
2. Their research suggests that integrative motivation often leads to deeper language acquisition and a more engaging learning experience, as learners are emotionally invested in the language and its associated culture.

3. Conversely, while instrumental motivation can lead to successful learning outcomes, it may not foster the same level of engagement or cultural understanding.

Another two theories in this area are intrinsic and extrinsic, which are correlated with the source of motivations. Intrinsic motivation speaks about the internal students' desires, whereas extrinsic motivation may come from social support.

2. Learning Methods affect Motivation

Teaching and learning methods give some contribution to shaping adult English learners' motivation. (Yeşilçınar, 2019) outlined a way called Flipped Classroom to enhance adults' English-speaking skills. The Flipped Classroom Model (FCM) is considered to be one of the most compelling discussions in education today. The positive effects of FCM have been recently discussed, but the literature provides little empirical evidence whether FCM really improves the oral skills of English as a Foreign Language (EFL) learners. Moreover, (Alhasov et al., 2020a) recommended building up an extracurricular program to enhance English learning motivation for adults. This was reasonable to reveal learners' English obstacles in learning English so that

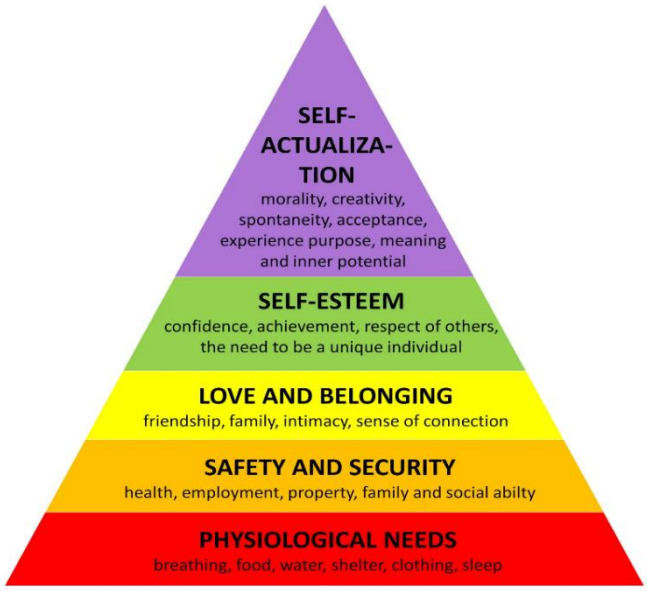

Figure 4. Maslow's Hierarchy of Needs

instructors can find some solution to overcome those problems. In addition, solved problems can escalate learners' motivation and it can fulfil learners' self-esteem which is one of major human needs based on (Maslow, 1942).

3. Language Learning Barrier Theories

Language barriers theory forms various frameworks and perspectives that explain the factors and challenges that can impede language learning. These theories shed light on the cognitive, affective, social, and environmental factors that can hinder language acquisition and proficiency. Here are three prominent language learning barrier theories:

a) Affective Filter Hypothesis (S. Krashen, 1982)**:**

According to the Affective Filter Hypothesis, emotional and affective characteristics in learners, such as anxiety, motivation, and self-confidence, might serve as a filter that either helps or hinders language acquisition. According to Krashen, when learners are anxious or demotivated, their affective filter becomes activated, making it difficult for them to comprehend and assimilate new linguistic input. Reduced anxiety and increased drive can aid in lowering the emotional filter and improving language learning.

b) Cognitive Load Theory (Sweller, 1988)**:**

According to Cognitive Load Theory, the cognitive load imposed on learners' working memory might impede language learning. Excessive learning tasks can cause cognitive overload, making it difficult to comprehend and remember new information. To enhance language acquisition, instructional design should seek to reduce superfluous cognitive burden by presenting information clearly and organizedly, offering scaffolding, and progressively increasing task complexity.

c) Sociocultural Theory (Vygotsky & Cole, 1978)

The sociocultural theory of language learning stresses the social and cultural components of language learning. Language acquisition, it is argued, is inextricably linked to social interactions, cultural contexts, and the use of language for meaningful communication. According to Vygotsky, social engagement, collaboration, and direction from more knowledgeable persons, such as teachers or peers, enhance learners. When learners do not have

opportunities for authentic communication and meaningful relationships in the target language, language barriers might form.

These theories provide valuable insights into the factors that can hinder language learning and highlight the importance of addressing affective, cognitive, and social aspects to overcome language barriers. By considering these theories, educators and learners can design effective language learning strategies and interventions that foster motivation, reduce cognitive load, and create supportive social environments for language acquisition.

d) Unexpected Learning Comprehension Result

There are four barriers to acquiring comprehensive English learning-cognitive aspect, cultural aspect, language aspect, and learning itself are tightly interconnected (Meyer, 2000). While their interrelation is ignored, unexpected teaching adaptations to reach comprehension results can occur. Topics that explained students' culture is probably included in the curriculum; however, it is presented through English talk and text that is not based on contextual condition and largely incomprehensible to English learners. Alternatively, texts selected for their linguistic level may be inappropriate or offensive culturally, or devoid of any meaningful content at all. Furthermore, teachers should overcome one or two barrier aspects with sensitive efforts in order to aid English learners in their learning process.

Frequently, learning English without focusing on solving those barriers triggered students to be demotivated to learn English since they did not comprehend the learning and have no passion at all. Consequently, English learners are blamed for being unmotivated and resistant to learning. If teachers' practices in the classroom are analysed carefully and in detail, some of the ways that academic achievement or failure is constructed for English learners can be identified.

One example about cultural load adaptation in English barriers had been published in Wiley, specifically explaining about Afghanistan women refugees in Australia regarding English learning. Switching into a new language, and adapting to a new culture, can be immensely challenging experiences for refugees especially for women who have different educational backgrounds or

without any education at all. They were forced to migrate because of political and economic reasons.

2.3 Theoretical Framework

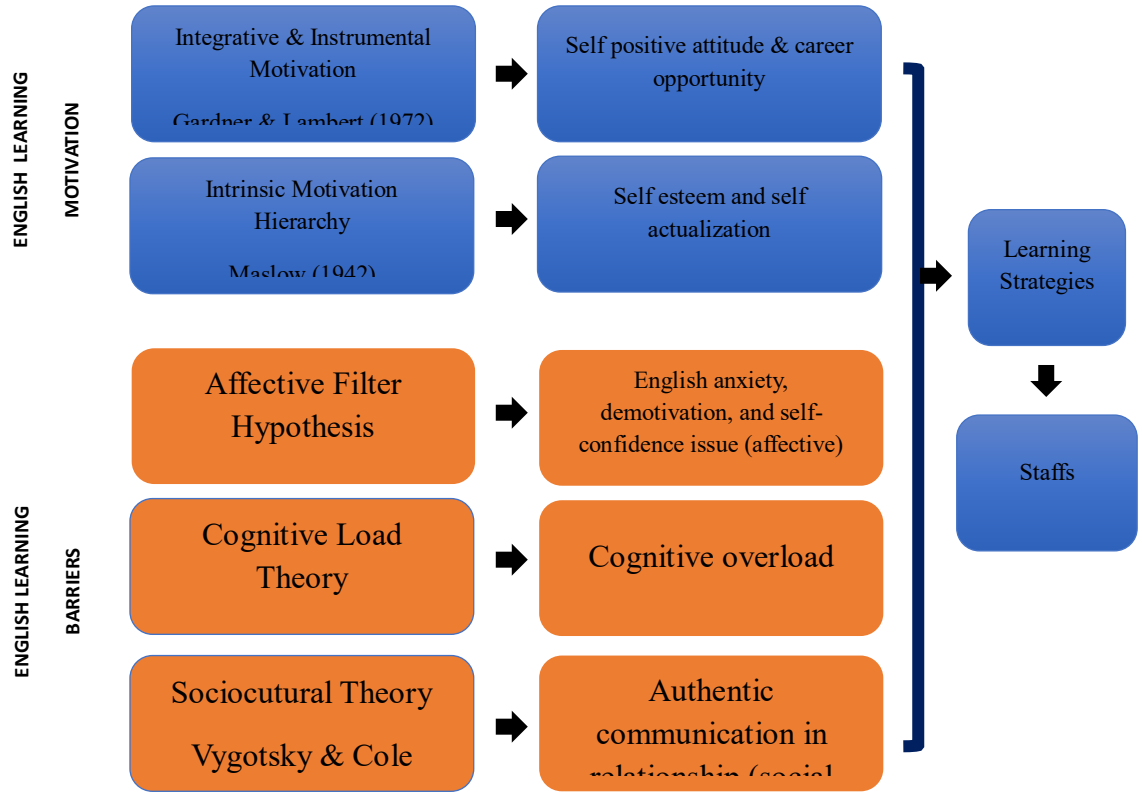

Figure 5. Theoretical Framework

2.4 Definition of the Concepts

Key terms as the concept that related to this research are:

1. **Motivation**

A Fundamental thing which triggers humans to do or reach something in their life is called motivation. It is a positive attitude which influences humans generally based on their needs. According to needs, Maslow has categorised 5 levels of needs hierarchy which have contributed in determining human motivation for more than 80 years. He formulated that motivation is shaped in order to fulfil 5 human's fundamental needs such as physiological needs, security needs, interpersonal needs, self-esteem, and self-actualisation (Maslow, 1942). Another theory explained about human needs almost similar

with Maslow, it underlined about fundamental needs, psychological needs, and self-satisfaction needs in work motivation (Herzberg, 1968). The mixture of Maslow's and Herzberg's theory can be formulated by 3 human's fundamental desires; capacity, accomplishment, and collaboration (McClelland, 1987).

2. Language Learning Barriers

Language learning barriers are the obstacles that EFL learners encounter during their English language learning journey. In this study, language barriers will focus on adult learners (Cohen & Norst, 1989). English barriers can be categorised into four main areas: grammar, vocabulary, pronunciation, and lack of practice opportunities.

Grammar: Grammar is a major barrier for adult learners, as English grammar rules can be complex and challenging to understand. Many EFL learners struggle with verb tenses, prepositions, articles, and sentence structure.

Vocabulary: Vocabulary is another significant barrier for adult learners. English has a vast and diverse vocabulary, and many adult EFL learners struggle to memorise and use new words in context.

Pronunciation: Pronunciation is a common barrier for adult EFL learners, as English has many sounds that are not present in their native language. Pronunciation can be improved through regular practice and feedback from a teacher or language partner.

Lack of practice opportunities: A lack of practice opportunities is another significant barrier for adult EFL learners. Many adult EFL learners do not have access to native English speakers or opportunities to practise speaking and listening in English.

3. Adult Learners

Adult learners refer to staffs in Institut Parahikma Indonesia who study English. The academic staffs are included as EFL learners since they join English development program to enhance their working performance globally, and to pursue further educational purpose.