



## Interaction Between Self-Efficacy and Instrumental Motivation among Indonesian L2 Learners of English

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### ABSTRACT

The present study intended to investigate second/foreign language (L2) learners' level of instrumental motivation and the extent to which it predicted their self-efficacy. A survey method was used. It involved 144 Indonesian L2 learners of English from seven non-English departments through a convenience sampling. Through descriptive statistics, this study found that the instrumental motivation associated with future professions, academic success, and practical reasons were all high. Through bivariate linear regression, the study also found that learners' instrumental motivation significantly predicted their self-efficacy, being able to explain 22.2% of its total variance. Implications include promoting in L2 instruction meaningful and relevant real-world tasks for learners whose majors are not English so that they are willing to invest more time and effort for L2 learning success and gradually build their self-efficacy. Examples of activities include using English for job opportunities, passing exams, or meeting language requirements. For classes with learners from various disciplines, teachers could also allow some freedom in choosing topics or tasks. This study might provide an overview of the relationship between instrumental motivation and self-efficacy, serving as a foundation for future research in this area. Limitations are stated alongside the suggested directions for relevant future studies in the field of instrumental motivation and self-efficacy.

**Keywords:** Indonesian; Instrumental motivation; Interaction; Second/foreign language (L2); Self-efficacy

## 1. Introduction

### 1.1. Instrumental Motivation in L2 Learning

Motivation is a component of individual differences influencing second/foreign language (L2) achievement. It plays a pivotal role in the success of L2 learning (Dörnyei, 1998). It becomes a driving force encouraging actions (Gilakjani et al., 2012). They were informed by their canon research studies in the Canadian context where French was spoken as an L2; Gardner and Lambert divided motivation into integrative and instrumental (Gardner, 1985; Gardner & Lambert, 1959, 1972). Integrative motivation refers to a positive disposition towards native-speaker communities and a desire to interact with and become similar to them (Gardner, 1985). Instrumental motivation, in comparison, refers to motivation associated with the utilitarian purposes of L2 proficiency, for example, to pursue education, gain wealth, or get a promotion. In English as a Foreign Language (EFL) context such as Indonesia, where extensive exposure to the L2 community is unlikely, and in the globalized era where English is widely used as a means of communication among people from

different parts of the world, instrumental motivation is probably more prevalent (Matsuda & Friedrich, 2011). For this reason, studies investigating instrumental motivation are very relevant.

Obtaining external rewards is the main underlying motive of instrumentally motivated L2 learners (Carrió-Pastor & Mestre, 2014; Genc & Aydin, 2017; Kashefian-Naeeni et al., 2018; Saragih & Subekti, 2024). These external rewards include job opportunities, academic and career advancements, and personal fulfillment. Ng and Ng (2015) stated that instrumentally motivated L2 learners usually consider the economic and practical benefits of L2 learning and gaining L2 proficiency. They also mentioned that the main reason for L2 learning is to obtain something outside the language. Comparing instrumental and integrative motivation, several authors reiterated that such learners have little to no interest in native-speaker communities and culture. Practical reasons for learning an L2 are much more apparent (Öztürk & Güzbür, 2015; Zanghar, 2012).

Though not extensive, in the last decade, studies on instrumental motivation have been conducted in the European context (Carrió-Pastor & Mestre, 2014; Coskun, 2014). A study in Albania by Coskun (2014) reported that learners generally had a high level of instrumental motivation. Female learners were reported to be more instrumentally motivated than their male counterparts. Another study in Spain reported that learners' motivation, in this case, their pre-conceived beliefs, were relevant in certain activities in L2 classrooms (Carrió-Pastor & Mestre, 2014). This finding suggested that learners' reported motivation, to a certain extent, manifested in their behaviors during the class.

In the Middle East, there seem to be extensive studies on instrumental motivation (Al-Ta'ani, 2018; Ametova, 2020; Öztürk & Güzbür, 2015; Tahaineh & Daana, 2013; Zanghar, 2012). Zanghar (2012) reported that the Libyan participants had a higher level of integrative motivation than instrumental motivation. This high integrative motivation may be attributed to the participants' career choice and extensive exposure to English native-speaker norms and culture in their study. In comparison, in Jordan, a study by Tahaineh and Daana (2013) reported the participants' greater support for instrumental reasons for learning English, including utilitarian and academic reasons. Similarly, in Dubai, Al-Ta'ani (2018) reported that though the participants had a high level of both integrative and instrumental motivation, their instrumental motivation surpassed their integrative one. It further found that learners' motivation was particularly high concerning pragmatic gain of traveling abroad, getting a good job, knowledge, skill, and life achievement. In line with that, a study in Türkiye by Öztürk and Güzbür (2015) also reported that while learners' integrative motivation was at a moderate level, their instrumental motivation was high. A similar finding was also reported in a case study involving two Uzbek learners of English (Ametova, 2020). Most of the studies above suggested the relevance of instrumental motivation among EFL learners.

In Southeast Asia, furthermore, studies on instrumental motivation have been conducted, for example in Thailand (Wimolmas, 2012), Malaysia (Hong & Ganapathy, 2017; Kashefian-Naeeni et al., 2018), and Indonesia (Al-Munawwarah, 2018; Aspuri et al., 2019; Muslim et al., 2020; Noviana & Ayu, 2022; Saragih & Subekti, 2024; Sukri et al., 2021). Wimolmas (2012) found that the participants' instrumental motivation was

high in Thailand. It was particularly high on items concerning the importance of English for obtaining success and achievement in life. In line with the findings of several studies in the Middle East presented earlier, a study in Malaysia by Hong and Ganapathy (2017) reported that instrumental motivation was more prevalent among learners than integrative motivation. Similar findings were also reported by a study involving 54 Iranian L2 learners studying at postgraduate levels in Malaysia (Kashefian-Naeeni et al., 2018) and a study involving Indonesian vocational high school learners (Al-Munawwarah, 2018). Interestingly, though learners reported a high level of instrumental motivation in several studies in Indonesia (Aspuri et al., 2019; Noviana & Ayu, 2022; Siahaan et al., 2022), a study by Muslim et al. (2020) involving 450 Indonesian senior high school learners reported that learners had low investment despite their reported high motivation. These studies suggested that instrumental motivation may not be very straightforward, and further investigations may still be necessary.

## **1.2. Self-Efficacy and Its Possible Relationship with Instrumental Motivation**

Another individual differences component is self-efficacy. Bandura (1994) proposed that it refers to individuals' belief in their ability to perform a certain task and obtain the desired attainment (Bandura, 1997). It is believed that self-efficacy determines how one feels, thinks, and behaves (Doğan, 2016). Bandura (1997) asserted that there are four main sources from which individuals evaluate their self-efficacy. The first is mastery experience, which refers to one's experience of success or failure in a specific task. The second is vicarious experience obtained from observing the performances of others. The third is social persuasion, in which an individual receives feedback from others. The last is psychological and affective states. Among these four, mastery experience is the most dominant. A higher level of self-efficacy leads to persistence in overcoming difficulties (Ersanlı, 2015). In the L2 learning context, learners' perception of their ability sometimes influences their language performance more than their actual competence (Subekti, 2020), suggesting the pivotal role of learners' self-efficacy in their L2 learning success.

Specific to the potential interlink between learners' self-efficacy and their motivation, studies are available from several L2 learning contexts, for example, Iran (Fatemi & Vahidnia, 2013; Roshandel et al., 2018), Türkiye (Ersanlı, 2015; Şener & Erol, 2017), Pakistan (Husain, 2014), and the Philippines (Torres & Alieto, 2019). Fatemi and Vahidnia (2013) reported a statistically significant, moderate, positive association between learners' intrinsic motivation and self-efficacy. Significant relationships between motivation and self-efficacy were also reported in studies in Pakistan (Husain, 2014) and the Philippines (Torres & Alieto, 2019). Earlier, a similar finding was also reported in a study by Şener and Erol (2017), with instrumental motivation as one of the variables. Using the L2 Motivational Self-System as the motivational construct, Roshandel et al. (2018) also found the positive influence of motivation on self-efficacy. They further found that instrumentality promotion was a strong predictor of self-efficacy. Despite the seemingly uniform findings on the potential association between motivation and self-efficacy, a study in Türkiye by Ersanlı (2015) found a negative correlation between learners' motivation and self-efficacy. These conflicting findings may warrant further studies on the possible relationship between motivation and self-efficacy in other L2 learning contexts.

Albeit the contributions of previous studies on instrumental motivation and its possible interactions with self-efficacy, several aspects may warrant further investigations. Studies on instrumental motivation often involved learners from English departments (Al-Oliemat, 2019; Noviana & Ayu, 2022; Siahaan et al., 2022) and secondary school learners (Hong & Ganapathy, 2017; Muslim et al., 2020; Torres & Alieto, 2019). In this case, an instrumental motivation study involving EFL learners from non-English departments may add more insights into the plethora of literature. Besides, instrumental motivation, focusing on pragmatic gains, may intuitively be prevalent among them. Furthermore, specifically in the Indonesian context, studies investigating the possible interaction between learners' instrumental motivation and self-efficacy may be rare, if not non-existent, thus far. For this reason, conducting a quantitative study involving many learner participants may allow for results that can be used to provide an 'eagle-eyed' view regarding the topics.

### 1.3. The Present Study

The present study intends to answer two research questions. First, to what extent is the instrumental motivation of Indonesian L2 learners of English? Second, to what extent does learners' instrumental motivation influence their self-efficacy?

This study is parallel to a study investigating learners' self-efficacy in four language skills; thus, the two shared the same participants. The two studies involved 144 participants. The parallel study reported, among others, that these participants had moderate-to-high reading, listening, and writing levels and a high speaking self-efficacy. Their speaking self-efficacy was significantly higher than their reading, listening, and writing self-efficacy. The data on self-efficacy in this parallel study will be used in the present study.

The present study was conducted because of several reasons. First, instrumental motivation is likely crucial in determining L2 learning success in today's globalized world, where English is increasingly used to communicate among international people. Specific to the possible interaction between instrumental motivation and self-efficacy, available studies in various L2 contexts outside Indonesia reported conflicting findings. Thus, conducting another study contemplating the interaction between the two constructs is important to better understand the issue in Indonesia. It is particularly relevant because studies investigating the interaction between instrumental motivation and self-efficacy among Indonesian learners may not yet be available. The study contributes to understanding the relationship between instrumental motivation and self-efficacy among non-English majors in Indonesia. It provides insights that can inform instructional strategies to enhance L2 learning outcomes in similar contexts.

## 2. Method

The present study aimed to investigate the extent of the influence of learners' instrumental motivation on their self-efficacy. It employed a quantitative design of the survey. This choice of method was made for several reasons. First, quantitative methods aligned with the study's objectives of determining learners' level of instrumental motivation and whether this motivation influenced self-efficacy. Second, quantitative studies were generally more widely used in L2 motivation and self-efficacy literature (Fatemi & Vahidnia, 2013; Husain, 2014; Mills et al., 2007; Muslim et al., 2020; Roshandel et al., 2018; Şener & Erol, 2017; Torres & Alieto, 2019).

Furthermore, specifically in the Indonesian context, studies on L2 motivation involved quite a limited number of participants (Aspuri et al., 2019; Noviana & Ayu, 2022; Siahaan et al., 2022) or conducted qualitatively (Mantasiah & Yusri, 2018). For this reason, conducting a quantitative study with more participants may provide an overview of the L2 motivation-self-efficacy issue in the Indonesian context.

The participants of this study were 144 L2 learners taking General English Level 3 at a university in Java, Indonesia. 68 (47.2%) were females, while 76 (52.8%) were males. The participants' ages ranged from 19 to 23. These participants were recruited using the convenience sampling method. This sampling method recruits participants based on easier access (Gray, 2022) to minimize possible biases associated with the sampling method and somewhat increase representativeness. Samples were diversified in such a way as to include learners from different departments, mirroring the population distribution of General English Level 3. Data collection was conducted in February 2023. For context, General English courses were mandatory non-credited courses taken by learners from non-English departments at the university where this study was conducted. There were General English Levels 1, 2, and 3, whose participants were decided based on their placement test results when they enrolled at the university. Only after they had passed General English Level 3 could they take English for Specific Purposes classes, which were credited, at their respective departments. This study recruited learners from General English Level 3 because they were considered to have sufficient exposure to college English classes. These participants were from seven different departments; the details are in Table 1.

Table 1. The Participants' Departments

No	Departments	Number of Participants	Percentage
1.	Product Design	4	2.80%
2.	Medical	13	9.00%
3.	Accounting	13	9.00%
4.	Architecture	16	11.10%
5.	Information System	16	11.10%
6.	Management	37	25.70%
7.	Informatics	45	31.30%
	<b>Total</b>	<b>144</b>	<b>100.00%</b>

The instrument of this study was a paper-based questionnaire consisting of background information, instrumental motivation, and self-efficacy questionnaires. The questionnaire on instrumental motivation consisted of ten items: items 1, 2, 4, 5, 6, and 8 were adapted from the work of Al-Ta'ani (2018), items 3, 9, and 10 were from that of Matsuzaki-Carreira (2005), and item 7 was from that of Kashefian-Naeeni et al. (2018). An example of the items is "The English language that I learned is useful for my future profession." The questionnaire on self-efficacy consisted of twelve items encompassing four language skills: listening, reading, writing, and speaking. Items 1, 2, and 3 on writing self-efficacy were adapted from the work of Teng et al. (2017). Items 4, 5, and 6 on reading self-efficacy were from that of Mills et al. (2006). Items 7, 8, and 9 on listening self-efficacy were from Smith et al. (2011). Finally, items 10, 11, and 12 were from that of Asakereh and Dehghannezhad (2015). An example of the items on self-efficacy is "I can listen and understand the instructions given by the teacher." All

of the items were in the form of Likert-scale items with five possible responses: "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." The questionnaires were distributed in Indonesian, allowing the target participants to fill them out easily and quickly. Before being distributed to the target participants, the questionnaires were piloted with ten university students who were not part of the target group but had a similar level of language proficiency. A university teacher also reviewed the questionnaire. Based on feedback from these students and the teacher, minor changes were made to ensure the clarity and accuracy of the questionnaires (Gray, 2022).

The validity of the questionnaires was tested using Pearson's correlation, while reliability was assessed with Cronbach's alpha and McDonald's omega. The correlation strength between each item and the overall construct was examined to ensure that each item measured the intended variable. All ten items on instrumental motivation showed a statistically significant correlation with the overall construct of instrumental motivation. Similarly, all twelve items on self-efficacy significantly correlated with the self-efficacy construct. Each correlation value exceeded the critical value for Pearson's correlation coefficient ( $N = 144$ ,  $df = 142$ ) at .15, indicating validity. Next, the items on instrumental motivation had a Cronbach's alpha coefficient of .77 and a McDonald's omega coefficient of .79, suggesting reliability. Similarly, the items on self-efficacy produced a Cronbach's alpha coefficient of .81 and a McDonald's omega coefficient of .82, indicating reliability.

This study implemented several principles of research ethics: autonomy, beneficence, and justice. The researchers distributed the questionnaires with the class teachers' permission during class sessions. They introduced themselves and explained the study's objectives and participants' rights and responsibilities if learners were willing to participate. The autonomy principle was implemented by providing a consent form at the beginning of the questionnaire. It gave information about the research objectives, the researchers' identities, and the target participants' rights and responsibilities (Israel & Hay, 2006). The participants were free to decide whether to participate upon reading the form and listening to the researchers' explanations. This practice suggested that participation was voluntary without coercion (Davis & Lachlan, 2017). The justice principle was adhered to by designing the questionnaire to be simple and easy to complete and did not give the participants a heavy cognitive workload.

Furthermore, participants of this study were given incentives for their participation, suggesting an implementation of the beneficence principle of doing good. The sections of the questionnaires containing participants' identities were securely discarded. The researchers did not digitally record any identifying information.

The following are the steps of the data analysis. First, the questionnaire data were recorded in SPSS 25. Responses to the Likert-scale items were recorded as follows: "Strongly Agree" as 5 points, "Agree" as 4, "Undecided" as 3, "Disagree" as 2, and "Strongly Disagree" as 1. Descriptive statistics were conducted to answer the first research question on learners' instrumental motivation level. The results are presented in means, standard deviations, and percentages. To answer the second research question on how much learners' instrumental motivation influenced their

self-efficacy, a bivariate regression formula was executed with instrumental motivation as the independent variable and self-efficacy as the dependent variable. Bivariate regression could provide a clear initial exploration of the interaction between instrumental motivation and self-efficacy in Indonesia, considering that this context was under-researched. The obtained data possibly gives a foundation for a more complex model in future research.

### 3. Findings and Discussion

This study aimed to investigate learners' level of instrumental motivation and the extent to which their instrumental motivation affected their self-efficacy. To this end, the study involved 144 L2 learners of English from non-English departments in a survey.

#### 3.1. Learners' Level of Instrumental Motivation

From the ten items, this study found the total mean score of the participants' instrumental motivation at 43.07 ( $SD = 4.32$ ), with a maximum of 50 and a minimum of 30. This finding suggested that, generally, the participants reported a high level of instrumental motivation. This finding was similar to the findings of several previous studies in the Asian context and different levels of education, for example, those of Al-Ta'ani (2018) in Dubai, Coskun (2014) in Albania, Wimolmas (2012) in Thailand, Hong and Ganapathy (2017) in Malaysia, and Noviana and Ayu (2022) in Indonesia. For example, a qualitative case study in Malaysia by Hong and Ganapathy (2017) also found through a focus group discussion that instrumental motivation was the main drive for learners to learn English (Hong & Ganapathy, 2017).

Furthermore, to facilitate more thorough analyses of each of the questionnaire items, the questionnaire items were divided into three categories: "Instrumental Motivation Associated with Future Professions" (items 1, 3, 4, and 8), "Instrumental Motivation Associated with Academic Success" (6, 7, 9, and 10), and "Instrumental motivation Associated with Practical Reasons" (items 2 and 5).

The detailed results of learners' instrumental motivation associated with future professions can be seen in Table 2.

Table 2. Instrumental Motivation Associated with Future Professions

Item No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Score	SD
1	68.1%	31.9%	0%	0%	0%	4.6	0.48
3	61.1%	38.9%	0%	0%	0%	4.6	0.48
4	29%	56.3%	0%	13.9%	0.7%	3.9	0.95
8	33.3%	60.4%	0%	6.3%	0%	4.3	0.73

As seen in Table 2, items 1, 3, 4, and 8 produced mean scores of 4.6, 4.6, 3.9, and 4.3, respectively. It suggested that the participants generally had a high motivation for future careers. Even items 1, "Learning the English language is important to get a better job," and 3, "English language that I learn is useful for my future profession," obtained support from all of the 144 participants (100%). Item 8, "Learning English is important for good scores and job qualifications for my future job," also obtained support from 135 participants (93.7%). This finding was similar to a study in Dubai by Al-Ta'ani (2018). The study reported that the participants strongly believed that English was useful for getting a job. The study also found that the participants' purpose in learning English was to get a job and develop their knowledge. The finding was similar to that of a study involving 54 Iranian learners by Kashefian-Naeeni et al. (2018). The study reported that 100% of the participants agreed on the importance of the English language for their future careers. In addition, English was seen by the participants as an instrument for achieving their goals in life. In brief, learners in the studies above similarly perceived learning English to be important for better career opportunities in the future.

Furthermore, the lowest mean score in this category was from item 4, "The higher my grade in English, the bigger my opportunity to get an exciting job," at 3.9. Despite being the lowest, this item was supported by 123 of the participants (85.3%). Studies in Uzbekistan by Ametova (2020) and in Albania by Coskun (2014) also suggested the prevalence of instrumental motivation associated with better future career opportunities among the learner participants. The low mean score may be attributed to learners' disagreement with the idea that the better the English score, the better their career opportunities. This probably also suggested disagreement on grades in English as the only measurement of proficiency and, in turn, the chance to get good jobs.

Next, the detailed findings on the participants' motivation associated with academic success can be observed in Table 3.

Table 3. Instrumental Motivation Associated with Academic Success

Item No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Score	SD	
6	Learning the English language can help me in my academics.							
	44.4%	52.8%	0%	0.7%	0%	4.4	0.53	
7	Learning the English language is important for my higher education.							
	42.4%	52.8%	0%	4.9%	0%	4.4	0.71	
9	Learning English makes me a knowledgeable and skilled person.							
	38.2%	54.2%	0%	6.9%	0.7%	4.2	0.83	
10	I learn English because it is a required subject.							
	26.4%	55.6%	0%	17.4%	0.7%	3.9	1	

As observed in Table 3, items 6, 7, 9, and 10 produced mean scores of 4.4, 4.4, 4.2, and 3.9, all suggesting a high level of instrumental motivation. For example, item 6, "Learning the English language can help me in my academics", obtained support from 143 participants (97.2%). This finding was similar to that of a study by Noviana



and Ayu (2022), who reported that good grades and success in academic life were among the main driving forces of participants learning English. Item 7, "Learning the English language is important for my higher education", obtained support from 137 participants (95.2%). A study involving 30 Thai L2 learners of English by Wimolmas (2012) also found that learners associated English with better knowledge and skills. It was considered important in the pursuit of higher education or simply in improving academic performance.

Furthermore, item 9, "Learning English makes me a knowledgeable and skilled person", was supported by 133 participants (92.4%). Findings of studies in Turkey (Öztürk & Güzbür, 2015) and Indonesia (Aspuri et al., 2019) also suggested that English was seen as a tool that could be leveraged to not only get better career opportunities but also to access more knowledge and achieve better life standards. A low mean score of 3.9 was produced in item 10, "I learn English because it is a required subject," with 'only' 118 participants (82%) agreeing with the statement. This particular finding can be interpreted in two ways. First, learners were motivated to learn English even if it was not a required subject. Thus, there was a rather high percentage of disagreement. Second, most learners were motivated to learn English as they were motivated to succeed in all their mandatory courses at the university. Both possibilities suggested the utilitarian purpose of learning English for academic success.

Furthermore, the results of the questionnaire on learners' instrumental motivation associated with practical reasons can be seen in Table 4.

Table 4. Instrumental Motivation Associated with Practical Reasons

Item No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean Score	SD	
2	Being proficient in English can lead to success and achievement in life.							
	37.5%	55.6%	0%	6.9%	0%	4.2	0.77	
5	I learn the English language because it is helpful for traveling abroad.							
	57.6%	36.8%	0%	5.6%	0%	4.4	0.76	

Table 4 presents the findings on items 2 and 5, where they obtained high mean scores of 4.2 and 4.4. respectively. Item 2, "Being proficient in English can lead to success and achievement in life," was supported by 134 participants (93.1%). A study involving 50 learners in Dubai by Al-Ta'ani (2018) using the same item also reported a high mean score of 4.5. The similarity may lend support from the rather similar characteristics of the participants of the present study and those of Al-Ta'ani (2018), who were college learners in an EFL context. In line with that, a study involving ten prospective teachers of English in Indonesia by Aspuri et al. (2019) also reported the participants' beliefs on the importance of English for their successful future, mentioning getting money, opening a private language course, or being successful English teachers or lecturers.

Furthermore, item 5, "I learn the English language because it helps travel abroad," was supported by 136 participants (94.4%). This finding corresponded to studies involving Thai learners by Wimolmas (2012) and Iranian learners by Kashefian-Naeeni et al. (2018). For example, most participants in the study by Kashefian-Naeeni et al. (2018) maintained that learning English was important

because it allowed them to communicate with people worldwide, given the popularity and widespread use of the language.

### 3.2. The Influence of Instrumental Motivation on Self-Efficacy

To find the extent to which learners' instrumental motivation affected their self-efficacy, bivariate linear regression was performed on SPSS 25. Learners' self-efficacy was regressed in terms of learners' instrumental motivation. The ANOVA results, the model summary, and the beta coefficient can be seen in Tables 5, 6, and 7 respectively.

From Table 5, it was found that learners' instrumental motivation significantly influenced their self-efficacy,  $F(1, 142) = 40.46, p < .001$ . Next, as seen in Table 6, learners' instrumental motivation could explain 22.2% of the total variance in learners' self-efficacy ( $R^2 = .222$ ), with the remaining 77.8% being outside of the model. Furthermore, as seen in Table 7, the beta coefficient further indicated that learners' instrumental motivation significantly predicted their self-efficacy  $\beta = .62, t = 6.36, p < .001$ .

Table 5. ANOVA Results with Learners' Self-Efficacy as the Dependent Variable

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1012.313	1	1012.313	40.456	.000 <sup>b</sup>
	Residual	3553.242	142	25.023		
	Total	4565.556	143			

a. Dependent Variable: Self-Efficacy

b. Predictors: (Constant), Instrumental Motivation

Table 6. Model Summary of the Bivariate Linear Regression

Model	R	R Square	Adjusted R Square	Std. E	Durbin-Watson
1	.471 <sup>a</sup>	.222	.216	5.00228	1.822

a. Predictors: (Constant), Learners' instrumental motivation

Table 7. Coefficients with Learners' Self-Efficacy as the Dependent Variable

Model	Coefficients <sup>a</sup>					
		Unstandardized Coefficients		Standardize Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.542	4.189		4.904	.000
	Instrumental Motivation	.616	.097	.471	6.360	.000

a. Dependent Variable: Self-Efficacy

These particular findings of the present study were in line with the findings of several previous studies (Fatemi & Vahidnia, 2013; Husain, 2014; Roshandel et al., 2018; Şener & Erol, 2017; Torres & Alieto, 2019). A study involving 100 Turkish L2 learners of English by Şener and Erol (2017) reported a statistically significant, moderate, and positive relationship between learners' instrumental motives and their beliefs in their English skills. Similarly, a study involving 210 Iranian L2 learners of

English by Roshandel et al. (2018) also reported that one of the L2 Motivational Self-System factors, instrumentality promotion, strongly influenced L2 self-efficacy. Slightly similar to that, involving 160 Senior High School learners in the Philippines, a study by Torres and Alieto (2019) also reported a significant, moderate, and positive association between learners' motivation and their self-efficacy. The similarity may support that when learners find utilitarian purposes of learning English, be it related to future career opportunities, better income, promotion, or a better life in general, they would likely believe in their ability in the language and to learn it successfully.

It should be noted that in this study, other factors may have moderated or mediated the relationship between instrumental motivation and self-efficacy, such as learners' actual proficiency, mastery experience with the language, and language anxiety. Although participants were from similar levels of General English classes and thus had relatively similar proficiency, their mastery experience and anxiety levels might differ. These possible factors can be explored in a study involving a more complex model, such as structural equation modeling.

Considering that, at times, learners' perception of competence played a bigger role in communicative behaviors than learners' actual competence (Dewaele & Dewaele, 2018; Subekti, 2020), increasing the relevance of L2 instruction has become paramount. The more learners see English learning as relevant to their present or future needs. The more likely learners will exhibit positive learning beliefs and behaviors conducive to learning. This is especially true for learners from non-English departments in an EFL context such as Indonesia, where exposure to the language is largely constrained to the classroom context. In such a context, learners' instrumental motivation to seek the learning opportunity can be more paramount.

In this case, English teachers should provide meaningful L2 instruction so that learners can experience the learning process as positively and optimally as possible. It can be achieved through a learning process with real-world tasks related to employment or practical reasons. As an illustration, asking learners from the Product Design department to present the products they made in English could be deemed more relevant for them than presenting a business plan. Likewise, learners from the Management department may find presenting a business plan more interesting than presenting about a product. The teachers could also choose more challenging topics related to learners' motives in L2 learning, such as using English for various job opportunities, passing exams, or passing language requirements. In the case of classes where learners come from multiple disciplines, giving them a certain degree of freedom in selecting topics or tasks to be completed can be a solution.

#### **4. Conclusion**

The present study employed a survey design to investigate the instrumental motivation of Indonesian L2 learners of English from non-English departments. It also sought to determine how much learners' instrumental motivation affected their self-efficacy. Involving 144 participants, this study found that learners had high instrumental motivation. This study also found that learners' instrumental motivation significantly predicted 22.2% of the total variance in self-efficacy.

This study has possible implications for language teachers, policymakers, and curriculum developers. Teachers should emphasize the practical benefits of learning English, such as academic achievements or career opportunities. This emphasis could

manifest, for instance, in-class activities and assessments showcasing real-world applications of English. Policymakers may need to promote programs highlighting the instrumental benefits of learning English. It can be done, for example, through foreign partnerships that allow learners to participate in exchange programs. Furthermore, curricula can be developed to emphasize practical applications of English so that learners can see the direct benefits of learning English.

This study has possible contributions. This study is perhaps one of few studies investigating the magnitude of the effect of L2 learners' instrumental motivation on their self-efficacy in the Indonesian context. Thus, the study advances knowledge in L2 motivation and self-efficacy. Though the number of participants may not be huge, this study could give an overview of instrumental motivation-self-efficacy based on which future researchers can conduct further investigations.

Despite the contributions, this study also has limitations. Using the survey method as the only data collection method inherently brings limitations related to whether learners' self-reports on their instrumental motivation and self-efficacy were true to reality. The data quality solely depended on the participants' honesty (or dishonesty thereof) in responding to the questionnaire items. It could pose possible biases, for example, if the participants gave more socially acceptable responses than their true feelings of behaviors. Furthermore, since studies investigating the association between instrumental motivation and self-efficacy are rather scarce, the findings of this study can also be compared to a limited number of previous studies.

In light of the findings and the possible limitations, suggested directions for future studies in the field can be outlined. Future studies could explore motivation and self-efficacy using observations or experimental designs to allow not only triangulation of findings but also a more comprehensive understanding through various data sources. Next, researchers can investigate the extent to which learners' motivation and self-efficacy impact learners' actual L2 performance, for example, speaking. They can also explore how learners' self-report motivation translates into motivated behaviors supporting learning. It investigates whether learners exhibit a high investment of time and effort in their L2 learning.

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