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Understanding Higher Education EFL Learners' Motivation in Southeast Asia Context: A Systematic Literature Review

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Abstract: Motivation is regarded as one of the major factors in language learning. Therefore, it is very important for teachers to recognize and foster individual students' motivation as well as identify and respond to their concerns. This systematic literature review study aimed to portray students' motivational level, orientation, and factors that are dominantly affecting motivation among higher education students in the Southeast Asia context. There are two stages comprised in this study—selecting the pool of review studies and discussing the outcomes of the review. Having thorough sorting and eliminating irrelevant and duplicate articles from three databases (Scencedirect, ProQuest and ERIC), 15 articles derived from Indonesia, Thailand and East Timor were finally selected. This study, then, found that students' motivational levels were generally high, and they were more extrinsically than intrinsically motivated, in which most students learn English for their future better job (careers). It was reported that the key factors motivated students in the learning process were friends, and teachers (personality, competence, teaching method), and somehow female students have a different motivational level and orientation from male students. Hence, the English teachers are suggested to reconsider using a method or anything which can improve students' motivation for both

female and male students, both extrinsically and intrinsically. further studies are recommended to include a broader search database and also area part of countries.

Key words: EFL, Higher Education, Language Learning, Motivation

Abstrak: Motivasi dianggap sebagai salah satu faktor utama dalam pembelajaran bahasa. Oleh karena itu, sangat penting bagi guru untuk mengenali dan menumbuhkan motivasi individu siswa serta mengidentifikasi dan menanggapi kekhawatiran mereka. Studi tinjauan pustaka sistematis ini bertujuan untuk menggambarkan tingkat motivasi mahasiswa, orientasi dan faktor-faktor yang dominan mempengaruhi motivasi di kalangan mahasiswa perguruan tinggi dalam konteks Asia Tenggara. Ada dua tahap yang dilakukan dalam penelitian ini—memilih kumpulan studi tinjauan dan mendiskusikan hasil tinjauan. Setelah memilah dan mengeliminasi artikel yang tidak relevan dan duplikat dari tiga database (Scencedirect, ProQuest dan ERIC), akhirnya terpilih 15 artikel yang berasal dari Indonesia, Thailand dan Timor Leste. Studi ini, kemudian, menemukan bahwa tingkat motivasi siswa umumnya tinggi, dan mereka lebih termotivasi secara ekstrinsik daripada intrinsik, di mana sebagian besar siswa belajar bahasa Inggris untuk pekerjaan (karir) masa depan mereka yang lebih baik. Dilaporkan bahwa faktor kunci yang memotivasi siswa dalam proses pembelajaran adalah teman, dan guru (kepribadian, kompetensi, metode pengajaran), dan entah bagaimana siswa perempuan memiliki tingkat motivasi dan orientasi yang berbeda dari siswa laki-laki. Oleh karena itu, guru bahasa Inggris disarankan untuk mempertimbangkan kembali menggunakan metode atau apapun yang dapat meningkatkan motivasi siswa baik siswa perempuan maupun laki-laki, baik secara ekstrinsik maupun intrinsik. Kemudian, penelitian lebih lanjut direkomendasikan untuk memasukkan database pencarian yang lebih luas dan juga pada bagian wilayah negara.

Kata kunci: Bahasa Inggris, Pendidikan Tinggi, Pembelajaran Bahasa, Motivasi

INTRODUCTION

Research in English second and foreign language teaching and learning focused on students' motivation over the past few decades (Ahmed & Al-ward,

2020) since the success of English language learning is not only a matter of teaching methods, but also involves a number of factors like motivation (Agustrianti, Cahyono, & Laksmi, 2016). The major role of motivation, both integrative and instrumental, is playing to achieve language proficiency (Al-hawamdeh & Al-Khanji, 2017). A lack of motivation could reduce learners' attention and sometimes push them to misbehave, while motivated learners tend to work autonomously and accept responsibility for their learning more readily than those who do not enjoy the process (Spolsky & Benson cited in Al harthi, 2016). Kumari et al., (2020) state that successful learning requires motivated students to achieve the desired learning goals. Therefore, a lot of studies (e.g. Mohammed, 2015; Al harthi, 2016; EL AOURI & ZERHOUNI, 2017; Ulfa, Bania, & Samudra, 2019; Muslim, Hamied, & Sukyadi, 2020, etc.) investigated student's motivation in learning English and explored the factors which can affect students' motivation as well.

Many factors can affect students' motivation. It can be an intrinsic/integrative or extrinsic/instrumental factor (Mohammed, 2015). Cahyono and Rahayu (2020) mention that intrinsic motivation refers to the internal feelings of a person. Extrinsic motivation, otherwise, refers to the factors coming from outside of the person's concern. Regarding learner motivation, Lashkarian & Sayadian (2015) note that students who are in rapport with a teacher are more motivated and able to learn more easily. Ulfa et al. (2019) also found that the component in e extrinsic motivation which gives the biggest impact on students in learning English was the teacher, followed then by the learning environment and parents. Meanwhile, the biggest component of intrinsic motivation was the students' own learning goals. Zeynali et al. (2019) mention that socioeconomic status, religiosity, and age can be considered as moderating factors that can more clearly illuminate the concept of motivation in second/foreign language education. It is in accordance with Muslim et al. (2020), who cited that students' motivation also relates to some socioeconomic status such as classroom learning situation, future dream job or profession, as well as teacher and parental support. Moreover, not every student has the same motivation to learn over time. Hsu-Hsiao (2019), for instance, reported on how students' overall motivation fluctuates over time and declines as they get older, and that English proficiency, as well as gender, are also elicited students' motivation in learning English (Hsu-Hsiao, 2019; Cahyono & Rahayu, 2020).

It has been understood from the research on motivation that language learners who have high motivation are likely to be more successful in learning a second language than those who have low motivation (Nasihah & Cahyono,

2017). It is in line with Alharthi (2016), who stated that pupils who are motivated in language learning could perform better than those who are not motivated. However, not all factors can affect EFL students to have the same level of motivation. Albodakh & Cinkara (2017), for instance, revealed in their study that male students are equally motivated to learn a foreign language for intrinsic reasons and female students are somewhat equally motivated to learn a foreign language for extrinsic reasons. Liu (2020), who compared motivation between high school and vocational school students, found that high school students have higher Intrinsic Motivation, while vocational students have stronger Extrinsic Motivation. Referring to intrinsic motivation, due to its prominent nature, Cahyono and Rahayu (2020) reported that female EFL students have significantly higher motivation to learn than male EFL students, which leads them to their English proficiency ahead.

Regarding the issue, very crucial to attention since motivation can affect the learning process, both negatively and positively (ALBODAKH & Cinkara, 2017). Thus, recognizing and fostering individual students' motivation, identifying and responding to their concerns are very important for the teachers (Hsu-Hsiao, 2019). It is also important to know what teachers have to do when the students have low or high motivation and learning achievement (Hardinansyah et al., 2016). Hence, this study is about a systematic literature review that intends to portray the EFL students' motivational level and orientations over the past five years, especially for those who are in higher education. This study also aimed to review the factors that are dominantly affecting students' motivation in learning English.

LITERATURE REVIEW

A. Language Learning Motivation

As mentioned earlier, motivation is regarded as one of the major factors in language learning, and that motivation plays an important role in the success of students' language learning (Omar et al., 2020). Al harthi (2016) mentions that learning and motivations are two fundamental components necessary to reach a goal; learning enables us to obtain knowledge, and motivation attracts us to become involved in the learning process. Motivation is typically represented as an internal factor that has an energizing impetus (Yu et al., 2019), also a strong trigger for more independent and autonomous learning (Muslim et al., 2020). Students with high intensity of motivation often perform better than those with low intensity (Hsu-Hsiao, 2019).

Subsequently, regarding motivation, Dörnyei & Skehan, cited in Guo et al., (2020), say that it conceptualized as the factor responsible for *why* people decide to do something, *how long* they are willing to sustain the activity, and *how hard* they are going to pursue it.

An early work (e.g. Mohammed, 2015; Astuti, 2016; Al-hawamdeh & Al-Khanji, 2017; El Aouri & Zerhouni, 2017; Hsu-Hsiao, 2019; Muslim et al., 2020) introduced two major types of motivation directories: instrumental and integrative. In the context of language learning, instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes such as employment or travel, integrative motivation, on the other hand, refers to the desire to learn a language to integrate successfully into the target language community (Gardner in Mohammed, 2015). Integrative motivation relates to the learner's positive attitude toward the target language community and the desire to integrate into that community. Instrumental motivation refers to students' goal of learning a target language because of the usefulness of the learning, such as getting a good mark in a test, winning a prize, or getting a good job (Astuti, 2016; El Aouri & Zerhouni, 2017). In other words, learners acted voluntarily and without any external factor if they are intrinsically motivated. Extrinsic motivation, vice versa, concerns an individual's obtaining of rewards and his/her relative lack of autonomy owing to external influence (Albodakh & Cinkara, 2017).

B. Students' Motivation in Learning English As a Foreign Language

EFL students have limited exposure to English outside the class or school (Hsu-Hsiao, 2019). Moreover, opportunities to obtain access to the English language in rural areas can be far less than those in urban settings. According to Liu (2020), EFL requires long-term learning as it is an interactive learning process where one has to, for example, listen to others speaking or converse with others. Because language learning is a long-term process, Hsu-Hsiao (2019) says that the motivation for it fluctuates and is changeable. Hence, maintaining students' motivation in traditional classrooms can be a big challenge for teachers (Hsu-Hsiao 2019; Ahmed & Al-ward, 2020). Furthermore, she conducted a study that aims to track rural students for three years to offer insights into how crucially motivational features can change over time. Her longitudinal study examined students' motivational changes in an identified rural junior high school in Taiwan by observing changes in seven motivational aspects across five semesters. Her findings, then, confirm that students' overall motivation fluctuates over time and declines as they get older and that relationships between affective factors such as differences in classes,

teachers, gender and after-school English engagements had a considerable effect on each other. Besides, reviewing researches on EFL motivational changes in Asian countries, such as Japan, Korea, Taiwan, Thailand, where there are similar educational conditions, she found that the most effective factors in relation to English learning for many students are extrinsic motives, such as compulsory learning, particular teaching techniques, self-development, also high school and university entrance exams.

Besides Hsu-Hsiao (2019), there were Yu et al. (2019) and Farah (2020), who also conducted studies related to students' motivation in learning English as a foreign language. The findings of Yu et al. (2019), for instance, showed that 37.06% (n = 441) of Chinese English-majored undergraduate student participants were motivated to write in English and moderately engaged in L2 writing courses. In detail, they reported that students in the "Motivated and engaged" L2 writers group reported high levels of adaptive motivation and engagement factors (e.g., self-efficacy, learning focus, plan and monitor, and persistence) and lower levels of maladaptive motivation and engagement (e.g., anxiety, disengagement, and failure avoidance). Therefore, to improve students' overall writing motivation and engagement, they suggested that L2 writing researchers and instructors may strive to enhance students' adaptive motivation and engagement and lower their maladaptive motivation and engagement. Subsequently, being asked about their motivation towards English language learning, the data of Farah (2020) shows a clear trend that the respondents had a positive motivation towards English learning. Nevertheless, regarding the negative view towards the acceptance of the target language culture, her study found that the respondents were attentive to the importance of learning English ultimately for their education and future careers.

What Hsu-Hsiao, Yu et al., & Farah found can certainly be used as a basis for researchers or English teachers on how students' motivation should be considered in learning English, regardless of whether the motivation is negative or positive. Because when students' motivation in learning English has been detected, the teacher can provide the right steps to help students learn more easily. It is just like mentioned by Agustrianti et al. (2016) that teachers need to pay attention to motivation since the success of English language learning is not only a matter of teaching methods but also involves motivation. Moreover, Muslim et al. (2020) state that motivation is a strong trigger for more independent and autonomous learning.

METHOD

The importance of understanding the EFL students' motivation and the factors affecting those students' motivation thrusts this study to review the researches, which had been conducted over the past five years. Sayfour (2014) highlights that a literature review is an account of the literature relevant to a particular topic which could be done for different purposes. The method used for this study is adapted from (Ruparel et al., 2020), which comprised of two stages. The first is selecting the pool of review studies, and the second is discussing the outcomes of the review.

A. Search Criteria and Selection Strategies

The search engine in the online database such as "ScienceDirect", "ProQuest", and "*Educational Resources Information Center (ERIC)*" had been employed to select the reviewed studies. In the case of selecting the studies accordingly, keywords for database search to initiate the identification were "EFL students", "motivation", "students' higher level", and "motivation factor". The keywords, then, combined to "EFL students' motivation" and "factors affecting EFL students' motivation". The keywords were excluded to keep the focus of the selected studies narrow. The data timeline was set to be 2016 to 2020 to ensure the coverage of articles published in the past five years. Using the abovementioned keywords, 813 articles were found from ScienceDirect, 3789 articles from ProQuest, and 5689 articles in which full text available on ERIC were found.

Subsequently, the search is narrowed down to the articles that truly belong to the keywords. Having reduced the number of articles, the total found is 58 articles from ScienceDirect, in which as many as 10 articles published in 2016, 11 articles in 2017, 9 articles in 2018, 12 articles in 2019, and 16 articles in 2020. 109 articles from ProQuest; 25 articles published in 2016, 17 articles in 2017, 26 articles in 2018, 30 articles in 2019, and 11 articles in 2020, and 104 articles from ERIC in which as many as 12 articles were published in 2016, 16 articles in 2017, 22 articles in 2018, 24 articles in 2019, and 30 articles in 2020. The findings show that the production of research articles regarding EFL students' motivation sufficiently increased each year.

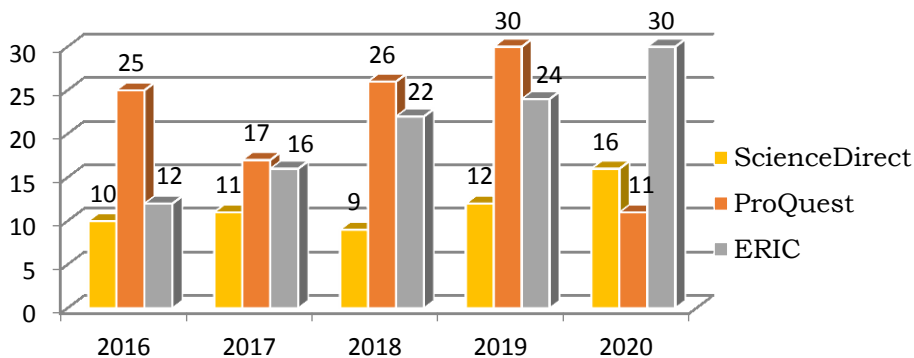


Figure 1:
The annual scientific production of research article

Then, having thorough sorting and eliminating irrelevant and duplicate articles from the three databases, 15 articles were finally selected in which 8 articles derived from Indonesia, 5 articles from Thailand and 2 articles from East Timor. Below is the process of selected articles that are searched in the three online databases.

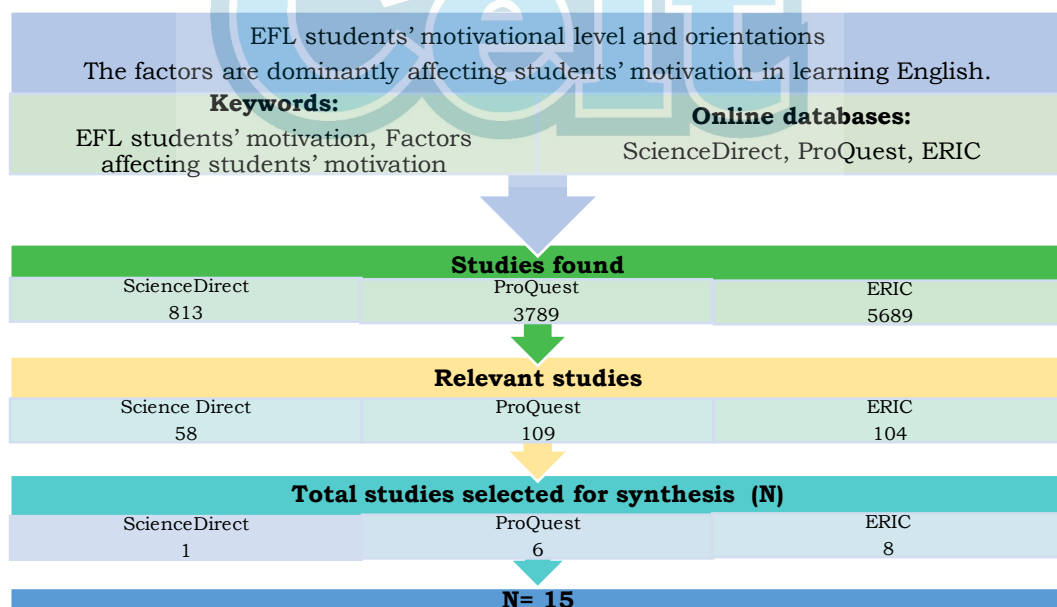


Figure 2:
The process of selected articles from the three online databases

Those 15 articles were selected based on the criteria of having a relevant topic (SEA context), a relevant target group (higher education level), and relevant to the research questions of this study.

B. Search on Similarity Studies

Choosing relevant articles to feature in the study also making sure that a similar systematic literature review has not been conducted are the most challenges to present the analysis of systematic literature review. Hence, the search string continued to Google Scholar to ensure an inexistence of the same systematic literature review as this study. Having inputted the keywords into the search engine of Google Scholar, it resulted that there were no similar studies in the timeline of 2016 to 2020.

RESULTS AND DISCUSSIONS

Since language learning is a long-term process and motivation is not static but dynamic, it fluctuates and is changeable over time (Hsu-Hsiao, 2019; Yamaoka, 2019). Yu et al. (2019) quote that the growing evidence that students' motivation and engagement are closely related to students' learning and achievement in higher education and among the most critical predictors of their learning and personal development in higher education. The present study addressed to reveal students' motivational levels in learning English, students' motivational orientations, and the factors that are dominantly affecting the motivations among higher education students.

A. Studies Review of Students' Motivational Level

Since some learners appear to be motivated during the first weeks, while others do not seem to be so even from the beginning of the course (Jodaei, 2018; Kikuchi, 2019), teachers cannot tell which students may maintain motivation towards language learning after the course. Hence, very important for the teachers to understand students' motivational levels and learning achievements (Hardinansyah et al., 2016). Students' motivational level has been identified in this study as moderate to high level. It can be said so since most of the reviewed studies of 15 articles selected in this study revealed that the students have high motivation and a positive correlation to their learning achievement. Only some of them revealed that there are only a small number of students who have low motivation.

Hardinansyah et al. (2016) was the first article reviewed in this study that examined Indonesian EFL teachers' perception of students' motivation and English for Specific Purposes (ESP) learning achievement. The result showed that most teachers perceived and agreed that students' motivation is high. However, the result found that not all students have high motivation and that the motivation level of the students between high and low motivation groups signified their learning achievement in reading and writing aspects of ESP. The result of their study was in line with the reviewed study conducted by Setiyadi et al. (2019), who concluded that not all sub-scales of motivation have a very high internal consistency, especially the subscale of intrinsic motivation. Likewise, Jodaei (2018) showed that 86% of students involved high motivation and 13% of students included in low motivation levels. Besides, the result is also similar to a study conducted by Yu et al. (2019), which reported that students in the "Motivated and engaged" L2 writers group have high levels of adaptive motivation and engagement factors and lower levels of maladaptive motivation and engagement. Moreover, Herdinansyah (YEAR?) and his colleagues revealed that the low motivation group is more promising to have a higher achievement score rather than the high motivation group.

Hence, it is interesting to note that their findings were in contrast to the reviewed study of Sahril & Weda (2018) who analysed the relationship of students' self-efficacy beliefs, motivation, and the EFL English writing performance in Indonesian Higher Education. They showed a positive relationship between the variables in which as the scores of motivations increases, the scores of writing performance increases, too. In other words, the more motivated the students are, the higher their scores of writing performance will be. This finding was consistent with some studies (Entürk, 2015; El Aouri & Zerhouni, 2017; Nasihah & Cahyono, 2017; Zeynali et al., 2019; Ahmed & Al-ward, 2020; Cahyono & Rahayu, 2020; Farah, 2020; and Mulyono & Saskia, 2020), which showed the positive correlation between students' motivation and EFL learning achievement and that motivation may lead students to have future intention to learn English (Liu, 2020). Likewise, regarding this finding, Zeynali et al. (2019) suggested some of the most significant motivational and demotivational factors can predict students' achievement in language education.

The next reviewed study was derived from Torudom and Taylor (2017), who investigated students' reading attitudes, anxiety and motivation of Thai undergraduate students, and from Lai and Aksornjarung (2018), who examined EFL learners' attitudes and motivation towards learning English through content-based instruction (CBI) at a university in Thailand. The

findings showed that the students held a considerably positive attitude, and their motivation for learning English was at a moderate level. Concerning this result, Muslim et al. (2020) reported similar findings that the students had medium to high motivation in learning English. Likewise, students high motivational level was also found by the reviewed study of Setiyadi et al. (2016). They identify how language motivation in the context of the EFL setting was classified and how language motivation affected the use of metacognitive strategies and language performance. Their findings, then, showed that the students generally had high motivation in learning English. Their finding was relevant to those who reported the highly students' motivation to learn English, such as Mohammed (2015); ALBODAKH and Cinkara, (2017); EL AOURI and ZERHOUNI, (2017); Azar and Tanggaraju, (2020); Mulyono and Saskia, (2020).

The highly motivated students in learning English also declared in Agustrianti et al. (2016); Abi, (2019); Azar and Tanggaraju, (2020); Farah, (2020); Mulyono and Saskia, (2020); and Ulla, (2020). Even though they did not categorize the students' motivational level specifically, the results showed that there was a positive correlation between students' motivation and students' literacy skills both in reading and writing skills, in which a higher correlation was shown in the correlation between the students' motivation and writing skills. Moreover, they also revealed that there was no significant motivation difference between male and female students. Their findings are in line with the reviewed study of Ma et al. (2019), who found that the university learners, including males and females all, have the same high motivation towards English learning. The findings of Ma et al. and Agustrianti et al. admittedly contrast to the findings of Entürk (2015); ALBODAKH and Cinkara (2017); Akdemir (2019); Yu et al. (2019); also Cahyono and Rahayu (2020), who reported the finding that female students had a higher motivation than did males for learning a foreign language. By knowing these findings, very crucial for EFL teachers to pay attention to the stages in English process learning to make sure that the instructional activities are motivating and supportive for both male and female students (Cahyono & Rahayu, 2020).

B. Studies Review of Students' Motivational Orientations

Having reviewed thoroughly the findings of the selected articles, it can be said that most students are more extrinsically motivated than intrinsically motivated. The reviewed study of Setiyadi et al. (2016), for instance, revealed that the EFL learners in their study had more international orientation in learning English and were more extrinsically motivated than intrinsically

motivated. According to them, students learned English as a foreign language in order to arrive at some instrumental end and not because of inherent interest in learning English. They had reasons which are external to learning English as a foreign language. However, the empirical data in their study shows that EFL learners have both extrinsic motivation and international orientation. International orientation in language motivation, which has been proved to exist in their study, maybe a substitute to integrative motivation, which is often interpreted as interest in the native speakers of English only. The same findings were revealed by Torudom and Taylor (2017), who investigated reading attitudes, reading motivation, and reading anxiety, also found that while students understand the utility and benefit of reading English, they still have anxiety and lack intrinsic motivation. In contrast, the extrinsic utility value of reading was high because students think reading the English language provides more benefits to their life such as better jobs, a better education, a better future and improves their English skills, such as grammar, vocabulary, speaking, and writing skills. Likewise, Farah (2020), who has found that the respondents were attentive to the importance of learning English ultimately for their education and future careers, as more than half of the respondents acknowledge its importance which means that students are more extrinsically motivated.

The reviewed studies derived from Lai and Aksornjarung (2018), Abi (2019), Ma et al. (2019) also have a similar finding that the students' instrumental motivation was found to be only slightly higher than their integrative motivation. Their findings are consistent to Mohammed (2015); Jodaei (2018); Azar and Tanggaraju (2020); Kikuchi (2019); and Astuti (2016), who found several factors that enhance students' motivation are teacher classroom behaviours, a relaxed and supportive classroom atmosphere, awareness of the importance of English, having various learning resources and activities, and encouraging feedback. Different from the aforementioned reviewed studies, Salikin et al. (2017) examined the Indonesian EFL learners' motivation in reading activity based on Deci and Ryans' theory of motivation, including intrinsic and extrinsic, reported that both intrinsic and extrinsic motivations have significant contributions in motivating the learners in their sample to read the English text. Their finding is in accordance with a study by ALBODAKH and Cinkara (2017), who reported that Iraqi male students were equally motivated to learn a foreign language for intrinsic reasons and female students were somewhat equally motivated to learn a foreign language for extrinsic reasons. EL AOURI and ZERHOUNI (2017) also noted that not only are Moroccan university EFL Science students intrinsically and integratively oriented, but instrumentally oriented as well. Subsequently,

Muslim et al. (2020) found that most participating students, regardless of their schooling backgrounds (general, vocational and religion-affiliated), indicated both integrative and instrumental motivation to learn English. The previous study of Liu (2020) also revealed that high school students had higher Intrinsic Motivation, whereas vocational school students had higher Extrinsic Motivation. Dealing with their findings, it is interesting to note that a mixture of both instrumental and integrative motivation ensure students' success in learning as well as a combination of different learning strategies, good work ethic and a supportive family (Al-hawamdeh & Al-Khanji, 2017; Henry & Thorsen, 2019).

C. Studies Review of The Factors are Dominantly Affecting Students' Motivation

Pertaining to the students' motivational orientation aforementioned in which most students are more extrinsically or instrumental motivated than intrinsically motivated, the present study found that the factors dominantly affecting those motivations are peer pressure (Hardinansyah et al., 2016; Ma et al., 2019). Most of the freshmen and sophomore students were considered to be "fragile" means that their attitude and behaviour were easily influenced by their friends (Hardinansyah et al., 2016). Thus, group role-plays, pair work, and group work activities can be seen to be a few of the most engaging and collaborative learning strategies employable in the language classroom (Ulla, 2020). Al harthi (2016) highlighted, then, in her study that social attributes could affect learners' motivation not only inside but also outside the classroom, such as at home or within friends' and relatives' networks. Furthermore, Salikin et al. (2017) and Abi (2019) mentioned that teachers also take an important role to motivate students in English language learning. According to Abi, students' motivation is also influenced by the way the individual thinks and feels and whom they are learning with. The teacher may help to increase the learners' motivation extrinsically by giving frequent assignments and creating a good atmosphere in the English reading classroom where the learners can enjoy the class (Salikin et al., 2017). The findings are consistent to Lashkarian and Sayadian (2015); Astuti (2016); Jodaei (2018); Ulfa et al. (2019); Muslim et al. (2020), who reported that teachers (e.g. personality, competence, teaching method) to be the key factor to motivate students learning in the classroom. This can imply that many of the participants kept their instrumental motivation and attitudes toward learning English. Notably, the interaction of each individual's motivation with their classmates' and with their teachers' is clearly important (Kikuchi, 2019).

Likewise, Setiyadi et al., (2016) reported in their study that students learned English as a foreign language in order to arrive at some instrumental end and not because of inherent interest in learning English. In other words, they mentioned that the students of their study were more interested in learning English because of rewards external to the process of learning (extrinsic motivation and international orientation). Have similar findings to Setiyadi et al., Torudom and Taylor (2017), as abovementioned, explored that students were motivated to learn English reading because they think reading the English language provides more benefit to their life such as better jobs, a better education, a better future and improves their English skills, such as grammar, vocabulary, speaking, and writing skills. Moreover, Abi (2019) also indicated that students come to learn English because of the desire to communicate with other speakers of English, develop their English language skills, use English for travelling abroad, and prospects to get a better future job. Then, Farah (2020) revealed that even though students in her study had a negative view towards the acceptance of the target language culture, her study found that the respondents were attentive to the importance of learning English ultimately for their education and future careers. The findings of these reviewed studies were in accordance with ALBODAKH and Cinkara, (2017); Azar and Tanggaraju, (2020); Muslim et al., (2020), who found that students instrumentally believe that English is necessary for their future careers, and it was because students with instrumental motivation tend to have clear learning objectives (EL AOURI & ZERHOUNI, 2017).

Subsequently, lack of confidence and vocabulary may also affect students motivation in learning English (Ulla, 2020). Lack of confidence and vocabulary, according to Ulla, were the challenges that prevented the students from using the target language in speaking. Students also lack practice and exposure to the actual use of the language. According to Hong et al. (2014), self-confidence defined as the beliefs the learner holds about his or her own ability. It played an important role in English learning achievement (Agustrianti et al., 2016). The findings of the study conducted by Ulla have slightly had the same result as Xaypanya et al. (2017) and Boonchuayrod and Getkham (2019), which showed that the dimensions that influenced students' motivation were attitudes towards English learning condition, English experience of failure and foreign language anxiety. Their findings were relevant to Jodaei (2018), who reported that reduced self-confidence (e.g., the experience of failure) could affect motivational level decreased over the course of language learning, and Yu et al. (2019), who revealed in their study that anxiety indicates female students may be more likely to worry about not doing well in assignments or exams than males. Gardner (Öz, 2015) asserted that

students' attitudes towards a specific language community could certainly influence the degree of success in incorporating aspects of that language since the correlation between students' attitudes towards learning a language-related deeply to their performance. Hence, since the learners' anxiety level and types of motivation play an essential role in language achievement, it is important to investigate the causes of their anxiety, then find ways to lessen it (Mohammed, 2015).

CONCLUSION

The present study has reviewed 15 articles studying students' motivation in the higher education level of Southeast Asia context. Focusing on the motivational level, motivational orientation, and factors that are dominantly affecting students' motivation in English learning, the present study found that most students have medium to high motivation and a positive correlation to their learning achievement. Extrinsic and instrumental motivation, then, have been discovered as students' motivational orientation in which most of them were motivated to learn English for their success in a future life (careers). Subsequently, besides a friend, a teacher (e.g. personality, competence, teaching method) was reported as the key factor to motivate students in the learning process. Female students, somehow, have a different level and orientation of motivation from male students. The findings of this study add to the existing body of knowledge that the high students' motivation in learning English was more extrinsically than intrinsically where they learn English due to reward rather than the learning desire itself. Hence, the teacher needs to consider providing something different to increase the students' motivation intrinsically, such as self-confidence, learning desire and change students' negative attitudes toward English for both male and female students. The present study is not without its limitation in which there were only three online databases (Sciencedirect, ProQuest and ERIC) to search the relevant studies, and the search string was only focused on the Southeast Asia context where the result showed three countries only (Indonesia, Thailand and East Timor) which relate to the searched topic. Further studies are recommended to include a broader search database and area part of countries as well.

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