

Students' Instrumental and Integrative Motivation in Learning English as A Foreign Language in Indonesia

Piping Rahadianto¹, Moh. Choirul Huda², Muhammad Al Hadaad³.

piping@stkipggritulungagung.ac.id/piping@ubhi.ac.id,

choirul.huda@stkipggritulungagung.ac.id, 23hadaad@gmail.com

¹*Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Jl. Mayor Sujadi 7, Jawa Timur, 66229, Indonesia*

²*Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Jl. Mayor Sujadi 7, Jawa Timur, 66229, Indonesia*

³*Pendidikan Bahasa Inggris, Universitas Bhinneka PGRI, Jl. Mayor Sujadi 7, Jawa Timur, 66229, Indonesia*

Corresponding Author: Piping Rahadianto (piping@stkipggritulungagung/piping@ubhi.ac.id)

Abstract

English as one of the most appealing subjects for student at university, especially in Indonesia. Over the decade English is the subject that many students want to be mastered it. To achieved it, student need to learn English as the way they need it for specific goals. One of the aspects to reach the goal in learning English is motivation. Motivation has been broadly accepted by both teachers and researchers as one of the most significant factors that influence and affect the rate and success of foreign language learning. Because teaching and learning English is not only the cognitive aspects on its but also there is psychology aspect how maintain the point of view in every student how to be achieved new material as the language input that is very different with their native language. Inspired by such resume above, the study on which the present article is based aimed to investigate and to knowing kind of motivation such as instrumental and integrative motivation for student who learn English as a foreign language in Indonesia. A quantitative and qualitative analysis of the responses to a questionnaire of 50 students at university, it sought to examine the relative importance of motivational variables as theorised in the field of second language motivation. It also aimed to go further, by considering the kinds of motivation on its'. This study has gained pertinent insights on the information regarding the type and level of motivation that influence students the most. The discussions and the result is that majority of the students are integratively motivated. There is a need to motivate the students more integratively also instrumentally.

Keywords: Instrumental Motivation, Integrative Motivation, English as a Foreign Language

INTRODUCTION

One of the appealing aspects in teaching and learning especially in English is motivation. It can promote student to achieve their goal in teaching and learning English as the domain inferential psychology aspect. Motivation has been broadly

accepted by both teachers and researchers as one of the most significant factors that influence and affect the rate and success of foreign language learning (Choubsaz, 2014). Because teaching and learning English is not only the cognitive aspects on its but also there is psychology aspect how maintain the point of view in every student how to achieve new material as the language input that is very different with their native language. As in Indonesia English as a foreign language that every student needs to know and mastered it. Motivation plays a vital role in language learning without which even gifted individuals cannot accomplish long-term goals. There have been many motivational aspects that inferred the function of its' in developing the cognitive aspect of the student especially in learning a foreign language such English. Each of motivation refers to partial aspects of psychology of it and not embracing all its components. as defined by Gardner (1982), is composed of three elements; effort (the time spent studying and the drive of the learner), desire (the yearning to become proficient in the language) and affect (the emotional reactions of the learning towards studying).

Every student learns in their psychology aspect form in their behaviour and emotions on its' development. Student feels enjoy in learning such as learning foreign language while they motivated with their emotion and psychology aspects on its'. They deny all the negative aspects while achieved a new input in foreign language if they get a motivation aspect that support their needs. It almost goes without saying that good language learners are motivated (Ushioda, 2008, p.19).

Moreover, majority of the student who learn English are moderately or even strongly motivated to learn English and they feel no anxious of its' (Liu, 2011). It can see that student are needed to get a motivation as the aspect psychological in their developmental of it cognitive aspect such as in learning English. If they motivated in learning English. They can accept all the input in tendencies of the development of their linguistic aspects. They can create a strongly interaction and interest in foreign language with their capability in interacting and collaborating with a new language and new culture through a language.

Thus, English programs in Asian countries are being rapidly introduced and it is becoming more critical to examine closely, from multiple perspectives, the contents and contexts of English programs, linguistic accomplishments, and affective factors in learning English as a foreign language (EFL). We should pay attention to motivation,

referring to “the process whereby goal-directed activity is instigated and sustained” (Pintrich and Schunk, 2002, p. 5) because “motivation can predict important academic outcomes like performance and persistence” (Ratelle et al., 2004: 743). The present study will especially focus on intrinsic motivation, referring to “motivation to engage in an activity for its own sake” (Pintrich and Schunk, 2002, p. 245). Intrinsic motivation is one of the most important factors in educational settings.

Another resume believed that motivation plays a significant role in language learning success (Gardner, 1985), especially where English is taught as a foreign language in Indonesia. It is difficult for students to master the language, as authentic language input may not exist beyond the classroom. Under such circumstances, the learning motivation of student is particularly important towards the mastering of English language. The relationship between learning and motivation is inseparable, motivation can promote learning and learning can produce motivation again (Ausubel, 1968).

Inspired by such resume above, the study on which the present article is based aimed to investigate and to knowing kind of motivation such as instrumental and integrative motivation for student who learn English as a foreign language in Indonesia. A quantitative and qualitative analysis of the responses to a questionnaire of 50 students at university, it sought to examine the relative importance of motivational variables as theorised in the field of second language motivation. It also aimed to go further, by considering the kinds of motivation on its’.

Motivation is a complicated psychological process that cannot be precisely defined. It is often related to an internal need and behaviour that push people towards gaining their goals (Melendy, 2008). Based on this statement, it explains why some employees and children perform better and are more efficient in their jobs or homework, paying more attention and persistency, while others are not. This variable is also crucial in any learning process, including English language learning (Angelica, 2011). As such, how do we define the term “Motivation”, so that we may have a clearer understanding? Kea (2008) describes motivation as the result of conscious and unconscious factors that stimulate and energise people in continually doing something to attain a pre-set goal. Such factors can be viewed from the perspective of internal and external aspects like, intensity of desire, reward of achieving the goal and expectations from others.

Motivation is related to a person's behaviors that include decision making of doing something, duration of doing it and how much effort will they put in it (Dornyei, 2001). Some view it as an internal drive that stimulates a person to perform certain action. If we have a specific goal that we desire, feel worth of doing it and try hard to reach the goal, then we can define these endeavours as action driven by motivation (Harmer, 1991). Williams and Burden (1997) defined motivation as a particular condition of cognitive and emotion arousal, which relate to conscious decision making and action, sustainability of physical effort through a period of the time towards a pre-set goal.

Motivation is a process that cannot be observed directly, but can be inferred by behaviours, such as effort, persistence, and verbalisation. It involves goals that drive the direction and action, physical or mental activity that guide towards attaining goals. To put it in short, motivation is a process whereby goal-directed activity is sustained (Pintrich, 1996). There are two types of language learning motivation, which is instrumental motivation and integrative motivation (Gardner & Lambert, 1972). Learners with an instrumental motivation want to learn a language because of a practical reason such as getting a job promotion or getting into university. Whereas learners with integrative motivation want to learn the language so that they can better understand and get to know the people who speak that language.

Furthermore, Dörnyei (1998) says that motivation determines human behaviour and gives direction to achieve it. He lists motivational components that are categorized into three main dimensions. They are the language level, the learner level and the learning situation level. Keller (1983) and Crookes and Schmidt (1991) operationalized motivation into four dimensions, (1) intrinsic interest covering the learner's personal needs, values or goals, (2) expectancy of success and satisfaction in the outcome of an activity and the associated intrinsic and extrinsic rewards, (3) teacher specific motivational components in relation to the teacher's behaviour, and personality and teaching style, and including the affiliative motive to please the teacher, authority type (authoritarian or democratic teaching style) and direct socialisation of student motivation (modelling, task presentation, and feedback), and finally (4) group-specific motivational components related to the group dynamics of the learner group including goal-oriented ness, the norm and rewards system and classroom goal structure (competitive, cooperative or individualistic).

Instrumental motivation is related to learners' practical needs, such as to find a good job, or to have a high income (Gardner and Lambert, 1959, 1972). Whereas intrinsically motivated learners want to achieve a goal for their own satisfaction, instrumental motivation is used as a tool and order to achieve something else. Gardner et al. (1983) defined instrumental motivation as "Learning for perceived utility". Learners of such type learn another language with the purpose of some pragmatic gains, instead of social implication with the target language community (Gardner, 2010).

These instrumental goals might increase the social status or self-image better careers and business opportunities, to further study or meet the requirements of school, reading technical materials or translation, etcetera (Saville, 2006). Instrumentally motivated learners perform mainly for the attainment of external rewards, such as appraisal, personal fulfilment status or power. Hence, it can be considered that instrumentally motivated learners' desire to learn the second language is aligned to accomplish some non-interpersonal purposes.

According to Gardner (2001), integrative motivation plays a major role in successful language learning where the learners' attitudes toward second language are positive, they easily become a part of L2 culture (Gardner and Lambert, 1959, 1972). Integrative motivation to refer to language learning for personal growth and cultural enrichment, that is the learner desires to learn a language to integrate successfully into the target language community; instrumental motivation is regarded motivation as arising out of a need to learn the L2 for functional or external reasons. These include the achievement of goals, utilitarian purposes for learning such as passing exams, financial rewards, furthering a career or gaining promotion.

Integrative motivation as defined by Brown's (1994) is where learners have the desire to integrate into the target language community, culture and become part of that society. Learners learn the second language because they wish to socialise or participate in the target language group (Saville, 2006). Masgoret and Gardner (2003) classified integratively motivated learners as being open to other language communities, plus having positive and favourable attitudes throughout the learning process. Furthermore, integratively motivated learners tend to have more persistence in their learning, especially when they encounter challenges or difficult tasks. This is because they have internalised their motive of learning into their self-value system,

which explain why integratively motivated learners put more effort into their learning and obtain greater achievements in second language acquisition, Wang (2008).

Gardner (1985) suggested that integrative motivation supersedes instrumental motivation, because integrative motivation involves attitudinal factors and goal orientated behaviours, which are important to second language learning process. However, Dornyei (2001) refuted that integrative and instrumental motivation are not on the opposite aspect, it is more like two sides of a coin. Both are positively related and contribute to the achievement of language learning. Wan-er (2008) also claimed that, when instrumental motivation and integrative motivation are used together in a language study, it creates more positive results for the learners.

The aim of this study was to identify and analyse whether instrumental or integrative motivation plays a more important role for students towards English language learning. Furthermore, to know what kinds of students' motivation is the most related in their learning English as a foreign language in Indonesia.

The significance of this study was to gather information and outcomes that are beneficial to teachers or educators who teach at English at University, by highlighting to on the types of motivation and challenges faced by students towards English language learning. The findings will also assist teachers to make improvement in the teaching plans and instructions, thus designing more suitable approaches in teaching the English language. Furthermore, the findings of this study will be of significance to researchers, ESL/EFL teachers and learners, and course designers too.

This study may have some limitation. Firstly, it is a small scales study that covers only Tulungagung area, with all participants coming from the same University. As such the results obtained could not be generalised, as the sample size selected could not exemplify the entire populations at large. Secondly, this study is also restricted to knowing what students' instrumental and integrative motivation towards English language learning only. Lastly, there may be possible biases in the data collection and interpretation, due to subjectivity and cultural background of the researcher. However, these study's findings will still be valuable to those English teachers teaching in Indonesia University. It will give the teachers an idea about which types of motivation promote students the most in English language learning, as well as insight of motivation from students' perspective and challenges faced. With these findings, English teachers can improve their instructions, by incorporating these

motivational factors into their teaching plans, and help the students in mastering English language more efficiently.

Given the central role of motivation in successful language learning, it would seem to be important to discover more about motivational types, which type of motivation is most important in promoting language learning success, and what kinds of students' motivation is related in learning English as foreign language.

METHOD

The participants in this study were all speakers of Indonesian (N=50). They were 20 males and 30 females. The study was conducted in a private University in Tulungagung, Indonesia, where learners studied English in order enhance their language abilities for their further studies.

The Integrative and Instrumental Orientation scales of the original 7-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were adapted to a 5-point scale, ranging from 'strongly agree' to 'strongly disagree'. Since the students came from almost the same academic and socio-economic backgrounds with approximately the same level of proficiency in English, the questionnaire was administered in the second language as the procedures to complete the questionnaire.

In this study, the focus was on various socio-psychological variables rather than language proficiency levels which were not tested. Followings are the variables that were assessed using Likert-scale ranging from agreement to disagreement: (a) Integrative Orientation: The scale includes five items to find out how much the learners learn English with a genuine interest to assimilate with the target language, culture community, their way of life, literature, etc.; this would show their Integrativeness towards the target language. (b) Instrumental Orientation: On this scale, there are five item and the respondents are asked to measure their utilitarian reason for learning English. Is English a help for their profession, academic issues, etc.

FINDING AND DISCUSSION

Finding

Ten statements were adapted to find out the dominant reason for studying a foreign language among students of English at Universitas Bhinneka Tulungagung. Descriptive statistics were carried out for all measures involved in this study.

Percentage of instrumental motivation.

Question	Percentage
Q1 : English for getting a good job	90
Q2 : Read newspapers and magazines in many foreign languages	80
Q3 : English will make me more educated	100
Q4 : My parents stressed the importance of English	40
Q5 : I will need English for my career	84

Comparison between the percentage score of the students of English illustrated that students were highly motivated in Q3, Q1, Q5, Q2, Q9, and Q4. It indicated that students' motivation in instrumental motivation is highly motivated in Q3 and Q1. Or it can resume that student are motivated to learn English as English will make more educated people and English is useful for getting a job in the future.

Percentage of integrative motivation.

Question	Percentage
Q1 : People respect me more if I know English	40
Q2 : To meet and converse with more and varied people	100
Q3 : To better understand and appreciate the English way of life	100
Q4 : To interact more and easily with speakers of English	96
Q5 : To be more at ease with people who speak English	80

Comparison between the percentage score of the students of English illustrated that students were highly motivated in Q2, Q3, Q4, Q5, and Q1. It indicated that students' motivation in integrative motivation is highly motivated in Q2 and Q3. Or it can resume that student are motivated to learn English as the way to communicate with other people in varied situation and English is the way of life in their understand of its'.

CONCLUSION

This study has gained pertinent insights on the information regarding the type and level of motivation that influence students the most. The discussions highlight that majority of the students are integratively motivated. There is a need to motivate the

students more integratively and also instrumentally, as the results that students learn English to make more educated people and English is useful for getting a job in the future (instrumental motivation) moreover English as the way to communicate with other people in varied situation and English is the way of life in their understand of its' (integrative motivation) so that they will learn the language with proactive attitudes, continue learning during after school English classes and enjoy the learning process at all. This research may not be completely generalised, furthermore, only one method was utilised in this research with a small sample size to gauge students' perspectives. Therefore, the findings of this study can be further followed up by the other researcher using a larger sample size and include different types of participants from various other locations.

REFERENCES

- Angelica, S. P. (2011). *Attitude, Motivation and English language learning in a Mexican college context*. The University of Arizona. Retrieved from <http://hdl.handle.net/10150/145743>.
- Ausubel, D. A. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Rinehart & Winston. <https://doi.org/10.1037/h0025943>.
- Brown, H. D. (1994). *Principles of language learning and teaching (3rd ed.)*. New Jersey: Prentice Hall.
- Choubsaz, (2014). Motivational Orientation and EFL Learning: A Study of Iranian Undergraduate Students. *Procedia - Social and Behavioral Sciences* 98 (2014) 392 – 397. Published by Elsevier Ltd.
- Crookes, G.,Schmidt,W.R. (1991). Motivation : reopening there search agenda. *Language Learning* 41, 469-512.
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. UK, Harlow: Pearson Education. 2001 Motivational strategies in the language classroom. Cambridge: Cambridge University Press. 1994 Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284. <https://doi.org/10.2307/330107>.
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. Harlow: Pearson Education.
- Dornyei,Z.,Otto´,I. (1998). Motivation in Action: a process model of L2 motivation. *Working Papers in Applied Linguistics* 4,43-69.

- Gardner, R. C. (1983). Learning another language: *A true social psychological experiment. Language and Social Psychology*, 219-240. <https://doi.org/10.1177/0261927X8300200209>.
- Gardner, R. C. (1985) *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (2010). *Motivation and second language acquisition. The socio educational model*. New York: Peter Lang Publishing, Inc.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitude and Motivation in Second Language Learning*. Rowley, Massachusetts: Newbury House.
- Gardner, R.C. (1982). Language attitudes and language learning. In E. Bouchard Ryan & H. Giles (Eds.), *Attitudes towards language variation* (pp. 132-147). London: Edward Arnold.
- Gardner, R. C. ,2001.Integrative motivation and second language acquisition.In : Dornyei,Z.,Schmidt,R.(Eds.),*Motivation and Second Language Acquisition*.University of Hawaii Press, Hawaii, pp.1-19.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.Burden.
- Kea, H. (2008). *How Are NASA Engineers Motivated? An Analysis of Factors that Influence NASA Goddard Engineers' Level of Motivation*. Retrieved from <https://etd.ohiolink.edu/>
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigelruth (ed). *Instructional design theories and models: an overview of their current status*, pp. 383-434.
- Liu, (2011). An Exploration of Foreign Language Anxiety and English Learning Motivation. Hindawi Publishing Corporation. Education Research International Volume 2011, Article ID 493167, doi:10.1155/2011/493167.
- Masgoret, A., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53(1), 123-163. <https://doi.org/10.1111/1467-9922.00212>.
- Melendy, G. (2008). Motivating writers: The power of choice. *The Asian EFL Journal*, 10(3), 187-198.*motivation*. London: Edward Arnold.
- Pintrich, P., & Schunk, D. (1996). *Motivation in education*. New Jersey, USA: Prentice Hall.
- Pintrich, R. Paul, Schunk, H. Dale (2002). *Motivation in Education Theory, Research, and Applications*. Merrill Prentice Hall Upper Saddle River, New Jersey, Columbus, Ohio.



- Ratelle, C.F., Guay, F., Larose, S., Sene´cal, C., 2004. Family correlates of trajectories of academic motivation during a school transition: A Semiparametric. *Journal of Educational Psychology* 96, 743e754.
- Saville-Troike, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press.
- Ushioda, Ema (2008). Motivation and Good Language Learners. In Griffiths, Carol (Ed.), *Lessons from Good Language Learners*. Cambridge University Press.
- Wan-er, Z. (2008). Motivation and language learning in the context of China. *Sino-US English Teaching*, 5(4). (serial no. 52).
- Wang, F. (2008). Motivation and English achievement: An exploratory and confirmatory factor analysis of a new measurement for Chinese students of English learning. *North American Journal of Psychology*, 10(3), 633-646.