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A Survey on the Instrumental and Integrative Motivation among Students in Learning English

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Abstrak

Penelitian ini bertujuan untuk mengetahui motivasi instrumental dan motivasi integratif pada pembelajar Bahasa Inggris sebagai bahasa asing pada Universitas Panca Marga Probolinggo. Pengumpulan data dilakukan melalui kuesioner yang terdiri dari delapan (8) pernyataan yang diadaptasi dari Gardners (1972). Skala Likert lima poin digunakan untuk mengukur jawaban yang diberikan oleh para peserta. Ada lima puluh lima (55) mahasiswa berpartisipasi dalam menjawab survei. Pernyataan yang diberikan kepada para peserta mencerminkan motivasi mereka dalam belajar bahasa Inggris. Temuan menunjukkan bahwa mahasiswa memiliki tingkat motivasi instrumental yang lebih tinggi daripada motivasi integratif. Motivasi instrumental mengungguli motivasi integratif dengan selisih skor rata-rata 0,63 poin.

Kata Kunci: *Bahasa Inggris sebagai bahasa asing, survei, motivasi intrumental, motivasi integratif*

Abstract

This research attempted to know the Panca Marga University of Probolinggo English as foreign language learners' instrumental and integrative motivation. The data were collected through a questionnaire consisting of eight (8) statements adapted from Gardner's (1972). A five-point Likert scale was used to measure the answers given by the participants. There were fifty-five (55) students participated in answering the survey. The statements given to the participants reflected their motivation towards learning English. The findings revealed that the students had higher level of instrumental motivation rather than the integrative one. The instrumental motivation surpassed the integrative motivation with different score of mean 0,63 points.

Keywords: *English as a foreign language, survey, instrumental motivation, integrative motivation*

INTRODUCTION

It is commonly agreed that motivation to learn English as a foreign language is closely related to the achievement of language learners. The more students feel motivated to learn the better the achievement that they can achieve. Motivation is the cause and manner of the organization to force people to do certain behaviour (Tohidi and Jabbari, 2012: 823). When it comes to learning English, motivation is a kind of force that encourages students to pursue a course and drive them to be responsible to achieve a good deal of score in that course. Motivation to learn have beneficial relationship to the students' achievement (Riswanto and Aryani, 2017: 45).

Many reserach on motivation defines motivation as a goal oriented action. Punmanee (1991) views motivation as the process that is aroused by stimulus to achieve desired purposes, behaviors or conditions. For further, it can be stated that motivation is a continuous process which is based on a person's desire and interests. It is an impulse that drives lernaner to do and then achieve something. Motivation plays important in learning English. The absence of students' motivation makes the classrom atmosphere becomes lifeless and boring. Since motivation can be considered as the influence to determine the success of the target language learning. Thus, it is crucial to think about students' motivation as the core of learning English.

Brown (2000) classified motivation in learning target language intro 2 (two) types, they are: instrumental motivation and integrative motivation. Gardner and Lambert (1972) describes intstrumental motivation as someone who learn language because he or she perceived the utility it might have for the learner. For further, they defines instrumental motivation as a tool to get economic either or both economic and social achievement

though learning a target language. Therefore, it can be concluded that integrative motivation shows learners' interest in language learning to get certain qualifications and improve their career prospects.

Chalak and Kassaian (2010) define integrative motivation as the desire to learn target or second language to communicate with the people of the target or second language community and mix up in their culture. Learners with integrative motivation worship the target culture of the target language they are learning, therefore they want to know as much as possible its way of thinking, way they behave, and everything related (Wang, 2016). While instrumental motivation seeks more on careers aspect in learning language, integrative motivation learners seeks more on the cultural aspects of the language they are learning.

There has been a number of studies that have been conducted to examine second or foreign language learners' motivation. Rahman (2007) conducted a study on Bangladesh undergraduate students to examine their mativation towards learning English. His study discovered that integrative motivation became dominant motivation for the students to learn English. Regarding the interest of the language learners, the result of Li and Pan (2009)' s study showed that instrumental motivation were more effective to determine the success of learning language.

Another study was piloted by Gonzales (2010), he conducted a research on Filipino foreign language learners. The purpose of his reasearch was to determine to what extent the learners' motivation in learning English as a foreign language. He found out that learners were both instrumentally and integratively motivated. All of those studies pointed out that motivation is indeed can determine the learners' success in learning English. Therefore, the purpose of this research is to investigate the motivation type that is more common among English learners in Panca Marga University Probolinggo, whether it is instrumental motivation or integrative motivation.

RESEARCH METHOD

The present research was a survey to investigate the instrumental and integrative motivation that the students hold in learning English. This research involved 55 (fifty) students on 2nd semester in Panca Marga University Probolinggo. The respondents in this study were Indonesian speakers and studied English as a compulsory study. They were studying English course in their first semester. The reserachers used motivational questionnaire to conduct the survey. The motivational questionnaire was divided into

two main part which were used to discover 2 types of motivational orientation following motivational measure by Gardner and Lambert's (1972: 148).

There were 8 (eight) statements to discover the dominant motivation among the students. Number 1 to 4 are for instrumental motivation, while the last four are statements to find out integrative motivation. The following are those eight statements :

No.	Statement
1.	I study English for graduation. (S1)
2.	English will help me to pursue higher studies. (S2)
3.	English will help to learn more knowledge. (S3)
4.	English will help to get a high rank job. (S4)
5.	English will help to behave and think like native speakers. (S5)
6.	English will help me to understand English literatures (song, movie, novel, story, poem, drama). (S6)
7.	English will help me to understand the way of life of native speakers. (S7)
8.	English will help to imitate the native English speakers. (S8)

The questionnaire was a likert scale at five point ranged, they were: SA=strongly agree , A= agree, U=undecided, D=disagree (D), and SD=strongly disagree.

Two major focus in this study were two types of motivation: instrumental and integrative motivation adapted from Gardner and Lambert's (1972). Instrumental motivation measure Instrumental motivation measure students utilitarian reason in learning English. A high score of instrumental motivation result shows participants interest in learning English to utilize English as a tool or utilitarian purpose. The second is integrative motivation, whereas it measures students desire to be look alike with the English native speakers way of life, literature and a number of other cultural aspect of native speakers. A high score on integrative motivation result indicates that the students endorses integrative motivation in learning English.

All of the participants were assured to have no objection in joining this reseach. They also were convinced that the information were confidential and used for research purpose only and it won't had any effect on their grades in college. The questionnaires were distributed to fifty (55) students upon their daily

class. The researcher was present physically to explain the questionnaire, and also to monitor the participants. The distributed motivational questionnaires were collected right after the participants had completed filling them.

RESULT AND DISCUSSION

The data obtained from the participants motivational questionnaire was computer coded and processed with the Statistical Package for the Sosial Science (SPSS). The participants were asked to examine on a five point likert score scale to investigate how important each reason from the questionnaire for their English learning. This research focus on 2 (two) types of motivational orientation, they were Instrumental and integrative motivation. There were 8 (eight) designed statements to discover which type of motivation played more roles in determining the learners' motivation in studying English. The results of the participants' reponds toward the questionnaire given were presented below.

Table 1. Overall Mean Score and Average score for instrumental and integrative motivation

Type	Mean	Level of Motivation
Average mean score for instrumental motivation	4,05	High
Average mean score for integrative motivation	3,42	Moderate
Overall mean score	3,74	High

Table 1 above ilustrates the overall mean score for instrumental and integrative motivation. As shown in table 1, the overall mean point for studnets' motivation is 3,74, it means that students are highly motivated in stuying English as a foreign language. The average mean score of instrumental motivation was higher (4,05) than integrative motivation score (3,42). Instrumental motivation surpassed the integrative motivation by (0,63) points. Through the survei, it is apparent that students are motivated to learn English for utilitarian purpose. This is in line with Kyriacou and Zhu (2008), showing that students' motivation in learning English is moredominated by reason to get better career-based rather

that integrative motivation purpose.

Table 2. Instrumental Motivation's Frequency Distribution and Mean Score

Option	Score	S1		S2		S3		S4	
		F	%	F	%	F	%	F	%
SA	5	26	47	16	29	17	31	31	11
A	4	21	38	23	42	16	29	29	42
U	3	8	15	9	16	10	18	18	24
D	2	0	0	7	13	7	13	13	15
SD	1	0	0	0	0	5	9	9	9
Total		55	100	55	100	55	100	55	100
Mean		4,33		3,87		3,60		4,40	
Overall Mean = 4,05									

Table 3. Integrative Motivation's Frequency Distribution and Mean Score

Option	Score	S5		S6		S7		S8	
		F	%	F	%	F	%	F	%
SA	5	7	13	13	24	7	13	7	13
A	4	15	27	27	49	23	42	15	27
U	3	12	22	9	16	7	13	12	22
D	2	12	22	6	11	11	2	12	22
SD	1	9	16	0	0	7	13	9	16
Total		55	100	55	100	55	100	55	100
Mean		3,31		3,85		3,22		3,31	
Overall Mean = 3,42									

Table 2 and 3 shed light on the results of the questionnaire items given to the participants. The statements were described as: S1, S2, S3, S4, S5, S6, S7 and S8. The four former statements indicate instrumental motivation, while the last four statements examine the integrative one. The likert scale ranged from strongly agree, agree, undecided, disagree and strongly disagree. Table 2 and 3 show participants' tendency towards instrumental orientation. Forty-seven percent (as the highest score) of the students agree that they learn English for the purpose of graduating from college. The statement that English will help to get more knowledge also reach a high percentage that is 31 %. Other high percentage of the students, 42 % are in line with the statement that they study English because English will be useful

for them to pursue higher studies and get a higher rank of career in the future. The result harmonize with Hapsari, Junining and Ratri (2017). English is indeed play higher value for employability. This resulted that students are also aware that understanding English will be usefull for them to get a good job.

Statement 5 and statement 8 are relatively have a low mean point showing that the participants' are moderately motivated with these statements: English will help to behave and think like native speakers and English will help to imitate the native English speakers. The result implies that students less interested in learning English to be similar with the native. They do not want to imitate or behave like native. Feng and Chen' (2009) research shows similar result. Most learners are less motivated integratively.

The lowest mean can be seen in table 3. Statement 7 score 3,22. It proves that most of the students learn English just to know the language not to know about the way of life of native speakers. Only 11 % of the students learn English to know more the way of life of native speakers. Rohmah (2005) states that English as a global language has offeed many people 100 % the culture of its native. Meaning that without learning English formally, we can access the way of life of native speakers autonomously. Though social media, we can learn many number of cultural aspects of the native, how they behave, how they think and many others. Thus, english learners in this study are less motivated for learning English with the purpose to know the cultural aspects of their target language.

One interesting finding is from statement 6. With a quite high mean that is 3,85, the survey shows most of the students agree that English will help them to understand English literatures (song, movie, novel, story, poem, drama). It shows that majority of the studnets are interested in english literatures. According to Dzanic (2016), english songs especially influence students' motivation. For further, Dzanic (2016) states that it can encourage a positive learning experience fos students. thus, students are motivated integratively to learn English as they also enjoy its literature. It can be concluded that English literatures in general has a positive impact for learning English.

CONCLUSION

The findings of this research presents a consistent which is showing that

instrumental motivation is the more dominant motivational orientation among students in learning English as a foreign language in Panca Marga University Probolinggo. This answer provides a sufficient answer to the addressed research question. From the findings, it is clearly proved that English students in Panca Marga University Probolinggo have higher instrumental motivation rather than feeling motivated integratively in learning English as a foreign language. It means, they need to learn English to graduate, pursue higher studies, get more knowledge, and get a high rank job after graduating from university. Although the majority of the students study English for utilitarian purposes, some students are also has integrative motivation. Students having integrative motivation want to learn English to help them understand more about English literatures including movies, novels, dramas, songs, and many others. For future researchers, it is recommended to investigate students' motivation in learning some aspects in English, it can be speaking, writing, listening or reading. In addition, research on the application of English literature into teaching and learning process should also be conducted, as it is appears that the many students are interested in English literatures.

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