

EFL Students' Integrative and Instrumental Motivation in Learning English

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Abstract

Motivation impacts the rate and success of foreign language learning. It compensates for deficiencies in language proficiency and learning. This research focuses on describing the students' motivation in learning English viewed from integrative and instrumental motivations. The data about the students' motivations were collected using a closed-ended questionnaire given online via a google form. In order to get broader data, the writer took the samples of this study from two English Departments of two universities, STKIP PGRI Sidoarjo and UNP Kediri. In the integrative aspect, the results showed that eighty-seven percent respondents' motivation to learn English was because English is an important language in the world. Then, seventy percent of respondents stated that they are also motivated to learn English because they want to be able to explore the English-speaking regions, communicate with native speakers and be able to use English with English-speaking friends. However, fifty-seven respondents stated that learning English culture, history and literature were less important. In the instrumental aspect, eighty percent respondents motivated to learn English because English can help them to get a better future career. Then sixty-eight respondents answered that they wanted to fulfil the foreign language requirement and they make themselves to be a more qualified job candidate. Their educational purposes also drove them to learn English. While their desire to fulfil their study candidates or be able to speak more languages were less important. It suggested to English teacher to focus on promoting learning experiences that considers students' motivations.

Keywords: Motivation, Integrative Motivation, Instrumental Motivation

Introduction

Motivation is defined as a driving force that stimulates an individual to initiate or sustain behaviour. It plays an essential role in learning a foreign or second language. Motivation can boost someone's desire to learn a language. Motivated students can be more interested to learn and adopting new language learning strategies. Oxford and Shearin (1994) stated that motivation can influence how often students use second language or foreign language learning strategies, how often they interact with native speakers, and how much input they receive in the foreign and second language. The facts showed that the students' ability in English is unsatisfying. A teacher can carry out meaningful attempts to promote the student's motivation and proficiency. They can also stimulate students' interest in studying the language. These attempts can lead to the achievement of the standards for foreign language learning. Therefore the teacher should also consider the types of motivation because it will determine the methods that

are applied in the teaching-learning process.

According to Gardner and Lambert (1995), there are two types of motivations, integrative and instrumental motivation. Integrative motivation is an interest in foreign languages, a desire to interact with native speakers of the target language culture, and positive attitudes toward native speakers and their culture. In addition, Ramage (1995) stated that the interest in the foreign language culture influences students' desire to continue or stop studying a foreign language. Integrative motivation relates to the student's internal interest in the foreign language culture. Meanwhile, instrumental motivation relates to the student's desire to study the target language to achieve a pragmatic objective, such as to improve an individual's future employment opportunities. This type of motivation involves learning a second language for a practical purpose, such as furthering a career, improving social status, or meeting an educational requirement. Integrative motivation refers to the identification and

desire to interact with another ethnographic group.

Students' motivation in learning English has been studied by several researchers and hotly discussed. While Hernández (2010) found there was a significant correlation between integrative motivation and achievement in learning a foreign language, Kato (2010) suggested that integrative motivation was an essential component of successful second language learning. On the contrary, Zanghar (2012) showed that students had instrumental and integrative motivation to study English, but their integrative motivation appeared to be a little higher than their instrumental motivation. Therefore, both integrative and instrumental motivation play ultimate roles in English language learning. Similarly, Martinsen (2008) stated that Integrative motivation was highest form of motivation among language learners. The student's understanding of the culture of a foreign language is essential because it has a significant role in the improvement of the student's foreign language. Knowing foreign language culture means knowing about how people think, live, and work. Having this knowledge helps the students to have a better understanding of people who live in English-speaking countries. They can avoid misunderstanding what people are saying in English, and finally increase students' oral proficiency.

However, Dörnyei (1990) suggested that instrumental motivation could be more important than integrative motivation for foreign language learners because foreign language learners don't have sufficient knowledge and experience to take part in the culture of the people who speak the target language in their early stage of language learning. Therefore, integrative motivation may not play a significant role in the early stage of foreign language learners. There are many other factors contributing to the motivation of the learners who are far away from the target language speakers, such as instrumental motivation and knowledge orientation. The

significance of different types of motivation may vary from one another language learning situations.

Knowing the important roles of integrative and instrumental motivation to the student's English proficiency, this research focused on identifying the English Department students' motivation from two universities (University of Nusantara PGRI Kediri and STKIP PGRI Sidoarjo) in learning English using both approaches namely integrative and instrumental motivation. It is because these types of motivations have never been investigated in these both specific respondents so it is not known what factors motivate them to learn English. When their integrative and instrumental motivations can be revealed the lecturers are able to determine the suitable teaching materials, media, and teaching techniques in order to improve the student's English proficiency. In addition, the descriptions of the students' motivations can become valuable data for the university promotions team to decide the suitable contents for their promotions, therefore the number of students in these both PGRI universities can increase.

Methodology

The aim of this study was to know the students' motivation viewed from both integrative and instrumental motivation. Thus, this study applied descriptive method by administering an open-ended questionnaire via a google form. The questionnaire consisted of two parts: the first eight questions related to the students' background information and the rest fourteen questions were used to reveal the students' motivation index that consisted of two subscales, integrative and instrumental motivation as proposed by Hernandez (2006). The sample of this study was 87 students in the English Education Department University of Nusantara PGRI Kediri and STKIP PGRI Sidoarjo. The reason of choosing these two universities was to get more comprehensive data about the students' motivation in learning English.

There were fifteen questions in the questionnaire, eight numbers for integrative motivations and seven numbers for instrumental motivation. There are four options in each question, "very important, moderately, "slightly important", and not important". To analyse the data, the writer used several steps; first, the obtained data from the questionnaire was turned into scores based on the Linkert scale. The score for very important, moderately, slightly important, not important was respectively 4,3,2, and 1. Then, the computed score was calculated in the percentage score for each aspect. Finally, those scores were interpreted using interval analysis. The following criteria were used to interpret the computed score.

Interval Criteria:

0% - 39.99% = Not important

40% - 59.99% = Slightly important

60% - 79.99% = Moderately

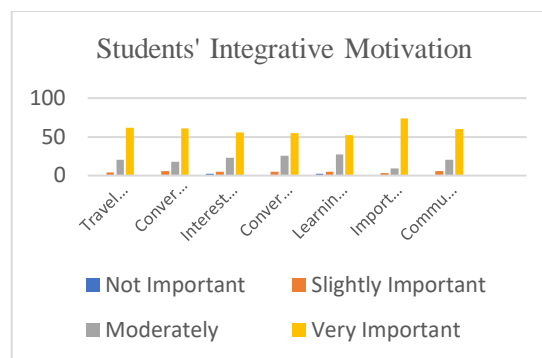
80% - 100,00% = Very Important

Finding and Discussion

Based on the results of the data analysis, there are two main focuses in this study namely the description of the students integrative and instrumental motivation. The results of the analysis are described below:

1. Students' Integrative Motivation

There are eight questions related to the students' integrative motivation. The questions related to know the students' the students' interest to learn English are motivated by their desire to interact with English culture and native speakers, and also to know the students' positive attitudes toward English. We can see the results of the data analysis in graph below:



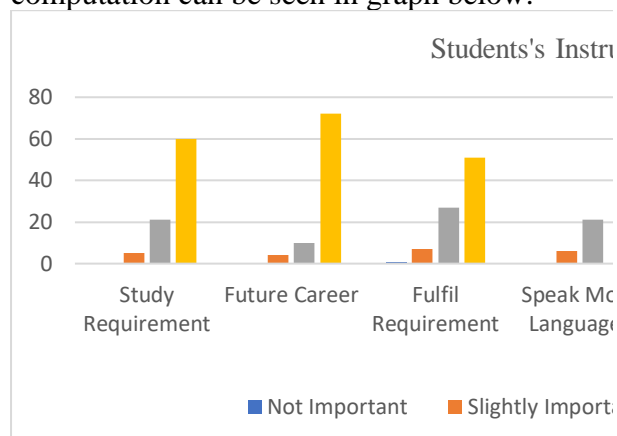
In the integrative aspect, the students showed a positive response to all of the questions. From table 4.1 above, we can observe that the students' main motivation to learn English was because they believed that English is an important language in the world. Eighty eight percent respondents stated that English is an important language in the world. Furthermore, seventy percent respondents clarifies that they motivated to learn English because they want to be able to explore the English-speaking regions, communicate with native speakers and to be able to use English with English-speaking friends or acquaintances. However, the students motivation to learn English was not necessarily motivated by their desire to to learn English culture, history, and literature. Only fifty seven percent students stated that they learn English because the wanted to learn English culture, history and literature. Thus, it can be inferred that learning English culture, history and literature were not their main motivation to learn English.

From the results of data analysis about the integrative motivation above we can observe that the students desire to interact with the English culture, literature and history must be boosted because integrative motivation is an important component of successful language learning. It is in line with Hernandez (2010) who stated that integrative motivation that focuses on developing the students' language proficiency can be boosted by giving the students more opportunities to interact with native speakers and studying abroad. He

added that the use of authentic language use in communicative context is also essential. Martinsen (2008) mentioned that cultural sensitivity can improve the students language skills. In addition, Adlina Abdul Samad et. al (2012) stated that English teachers need to become more aware of affective factors such as integrative motivation since teachers who are aware of motivation may help students to promote their integrative motivation by providing opportunities for students to communicate and interact within a language community.

2. Students Instrumental Motivation

There are seven questions related to the students' integrative motivation. This part of the questionnaire aims to get the students' reasons to learn English in more practical reasons. The results of the computation can be seen in graph below:



The students also showed positive respond in this instrumental aspect. From graph 4.2 above, we can see that eighty percent respondents motivated to learn English because English can help them to get a better future career. Another practical interests of learning English, stated by sixty eight percent respondents, was because they wanted to fulfil the foreign language requirement and they wanted to make themselves to be a more qualified job candidate. They felt that knowledge of English would give them more opportunities in competing with others. Their educational purposes also drove them to learn English. Meanwhile, their desire of

fulfilling their study requirements or being able to speak more languages were less.

Those results support Dornyei (1990) who found that instrumental motivation could be more important than integrative motivation for foreign language learners since foreign language learners are not likely to have sufficient knowledge and experience to take part in the culture of the people who speak the target language in their early stage of language learning. However, this result opposites to Zanghar (2012) studied which showed that students had instrumental and integrative motivation to study English, with their integrative motivation appeared to be a little higher than their instrumental motivation. Related to the integrative motivation Kato (2016) believed that students can enhance and act on their integrative motivation while in their home country.

Conclusions

From the results of the research, it can be concluded that generally the students' have both integrative and instrumental motivation in learning English. In the integrative aspect they realized that English plays important role in the international communication, they also have high motivation to be able to visit English-speaking regions, communicate with native speakers and to be able to use English with English speaking friends or acquaintances. However, their motivation to learn to the English culture, history and literature should be encouraged. Therefore, it is suggested to the English teacher to pay more attention to integrate English culture, history and literature in the teaching learning process. In order to promote those aspects teachers should develop learning experiences and tasks that provide experiences for students to interact in a language community, such as interviews with native and near-native speakers of English. These experiences will create meaningful ways to use the language, to explore the linguistic and cultural differences of the English culture. Therefore, they can compare their own

language with English. Exposing the students with the real language use can boost the students communicative and sociolinguistic competencies. The use of multimedia such internet, mobile phone applications, radio or TV broadcasts can provide an interactive learning experience. From the instrumental aspects of students' motivation to learn English it can be concluded that the students' motivation related to their job, career in the future and their education. Therefore, it suggested to the English teacher to provide more opportunities for the students to develop the English that related to their professions and career in the future. Provide them with real life workplace communications and needs will help the students to be ready in the job market. For the promotions team in both universities, they can focus the content of their promotions in the activities conducted by the English Departments in promoting the use of English in real communications contexts and the way how the English Departments facilitates them to their future careers. For the future researcher it is suggested to conduct research in the implementation of teaching learning process focuses on promoting the students' integrative and instrumental motivation.

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