



**THE IMPACT OF INTEGRATIVE AND INSTRUMENTAL MOTIVATION ON
FOREIGN LANGUAGE LEARNING AMONG INDONESIAN LEARNERS**

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Abstract

Motivation plays an important role in foreign language learning. This paper discusses the definition of motivation, types of motivation; the factors influencing motivation in learning English, and Gardner's socioeducational model. The purpose of this descriptive qualitative study is to find out the the impact of integrative and instrumental motivation on learning English. Using a purposive sampling technique, 20 respondents who met the requirements were obtained. The subjects in this study were seventh grade students of SMPIT Putri Al-Hanif. Questionnaire was used to gather the data and the movitation was measured using Likert Scale.. To achieve the goal, Gardner and Lambert's model were taken into consideration. They were distributed among students by simply evaluating 20 statements. Results indicated that seventh grade students of SMPIT Putri Al-Hanif have stronger integrative motivation than instrumental motivation.

Keywords : *motivation, instrumental, integrative, students, learning English*

INTRODUCTION

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in doing a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation. All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a second or foreign language (Alizadeh, 2016). By the 1990s Gardner's motivation had

overwhelming dominance in second language motivation research (Dornyei, 2001). Gardner and Lambert (1959) focus on both integrative and instrumental motivations in second language learning. Learners with high integrative motivation tend to be interested in learning a foreign language in order to make friends with other speakers of a language to travel where the particular language is spoken, and in general are keen on learning about cultures that spawn the second/foreign language. Learners with higher instrumental

orientation tend to be much more educational and career oriented. They study the foreign language in order to do well on tests, and for use in job selection and professional achievement (Gardner & Lambert, 1959). According to Gardner and Lambert (1972), there are mainly two types of learning motivation: instrumental motivation, i.e., learning the language as an instrument to achieve practical goals, and integrative motivation, i.e., learning the language out of interest in or desire to identify with the target culture. Therefore, it is necessary to investigate EFL student motivations for learning English. This research investigated whether students in seventh grade of SMPIT Putri Alhanif tend to have a stronger instrumental motivation or integrative motivation. This study aimed to provide a better understanding of SMPIT Putri Al-Hanif students' motivation. There are two questions for this study: 1) How was the students' motivation in learning English? Do students have high motivation in learning English?, 2) Which type of motivation affects more on student learning?

LITERATURE REVIEW

Motivation

Researchers seem to agree that motivation is responsible for determining human behaviour by energising it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher. (Dörnyei: 1998, 117). Veronica says that from a cognitive perspective, motivation was concerned with such issues as why people decided to act in certain ways and what factors influenced the choices they made. It also involved decisions as to the amount of effort people were prepared to

expend in attempting to achieve their goals. Gardner (2010) refers to Keller's (1983:389) definition of motivation: "Motivation refers to choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect."

Types of Motivation

Within the field of language learning, the typical model is the division made between integrative and instrumental motivation (Gardner & Lambert, 1972, cited in Chalak & Kassaian 2010). If a person learns a language primarily for a purpose like getting a job or fulfilling an academic requirement, s/he is affected by instrumental motivation. In other words, instrumental motivation refers to the motivation to acquire a language as means of achieving goals such as promoting a career or job or reading technical texts while integrative motivation has to do with wanting to be accepted by another community. Integrative motivation means integrating oneself within a culture to become a part of that society. Gardner and MacIntyre (1993) have referred to these two types of motivation as motivation orientations and mentioned that depending on learner's orientation (either career/academic-related "instrumental" or socially/culturally-related "integrative") different needs must be fulfilled in Foreign Language Teaching (FLT). Some researchers believe that integrative motivation is essential for successful second language learning. Graham (1984, cited in Chalak & Kassaian 2010) made a distinction between integrative and assimilative motivation. Integrative motivation is defined as the desire to learn L2 to communicate with the members of the second language society and find out about

its culture. It does not necessarily refer to the direct contact with L2 group while in assimilative motivation learners wish to lose themselves in the target language and become an indistinguishable member of that speech community. What is important is that the two orientations are not mutually exclusive. Some learners learn better if they are integratively oriented while others are more successful if they are instrumentally motivated and some learn better if they take the advantage of both orientations. In other words, one may have both kinds of motivations: s/he may be instrumentally motivated to pass a test or meet a requirement, but at the same time, s/he may love the culture of a community and want to learn and participate in its culture.

Factors influencing the language learning

Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a language. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of the learner. According to Syafrizal (2014: 4), there are five factors which influence someone when acquiring a language: personality, motivation, age, attitudes, classroom climates, and affective variable. In line with Syafrizal, Macaro (2010: 22) also explains internal factors which can influence the individual language learner in the particular learning situation.

- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new

language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

- **Personality:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.
- **Motivation (intrinsic):** Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't.
- **Experiences:** Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences.
- **Cognition:** In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others.
- **Native language:** Students who are learning a second/foreign language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn

English more quickly than a Japanese child.

Motivation Theory

According to Keblawi, the most influential model of language learning motivation in the early sixties through the eighties of the previous century was that developed by Gardner. The model came to be known as the Socioeducational Model (Gardner, 1985). Gardner defined motivation as a ‘combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language’ (ibid:10). In his model, Gardner talked about two kinds of motivation; the integrative and instrumental, with much emphasis on the former. The integrative motivation refers to learners’ desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an exam (Gardner, 1985).

The Socio-Educational Model

The socio-educational model proposed by Gardner (1985b, as cited in Huang 2007) incorporated various individual variables such as cognitive and affective variables in order to provide a comprehensive interpretation of language learning. This model’s main importance lies in its clear separation of four distinct aspects of the second language acquisition process: antecedent factors, individual difference variables, language acquisition contexts, and outcomes (Dörnyei, 2001). According to Gardner’s (1985) socio-educational model, motivation is an internal attribute of the individual that can be influenced by external forces. Most studies of the model

have focused on integrative motivation as its central feature and key individual difference variable (see Gardner, 1996 and Gardner & Masgoret, 2003). Gardner and Lambert identify two types of motivation - instrumental motivation, or “a desire to gain social recognition or economic advantages through knowledge of a foreign language”, and integrative motivation, or “a desire to be a representative member of the other language community” (1972, p. 14). They found that learners with integrative motivation were more successful in learning a second/foreign language than those with instrumental motivation.

Related Work

Mohammad Reza Ahmadi (2011) conducted a research “The Effect of Integrative and Instrumental Motivation on Iranian EFL Learners’ Language Learning”. The research examined both male and female learners using Gardner and Lambert’s (1959) “integrative and instrumental motivation” model in order to achieve the desired results. Sixteen items were selected from Gardner and Lambert’s model. They were distributed among students for testing. Results indicated that female students have stronger integrative motivation than instrumental motivation and male students have stronger instrumental motivation than integrative motivation. Findings will provide a better understanding of the theoretical and practical facets for teachers. Ziahosseini and Salehi (2008) expressed that extrinsic motivation does not relate with the selection of language learning strategies. They emphasized that Iranian EFL learners are intrinsically motivated. Sadighi and Maghsudi (2000) examined the impact of two kinds of motivation, namely, integrative and instrumental on English

proficiency of the EFL learners in Iran. The results obtained from this study demonstrated a significant difference between the means of the English proficiency scores of integratively motivated learners and the instrumentally motivated ones. Al Othman, Fadel H.M. and Khaled M. Shuqair (2013) conducted a research about *The Impact of Motivation on English Language Learning in the Gulf States*. The research was an analytic study of the impact of motivation on English language learning by drawing on observations of researchers in the field. It aims at exploring the types of motivation factors that affect students in learning English as a second language. It also focuses on the possible reasons why the Arab Gulf countries are still reluctant to cultivate learners' motivation to learn English as a second language. This is a secondary source study; in other words, information is collected from primary sources such as action/empirical research, case studies, observations and so on. The paper could involve one or more of these processes such as generalizations, analysis, interpretations and evaluation of the original information from the primary sources. It is, therefore, an inductive type of research. Based on the discussion and the primary research findings, it becomes quite apparent that motivation plays a significant role in enhancing and expediting students' English language learning in the GCC (Gulf Cooperative Council) schools and universities.

METHODOLOGY OF RESEARCH

Subjects

The participants were 20 students. They are seventh grade students. Researcher took 20 students from three classes; seven students from 7 Quba, five

students from 7 Mecca, and eight students from 7 Medina. All participants are female students. The age range is about 12 to 14 years old.

Instrument

The students were required to complete a questionnaire showing their motivation concerning learning English by simply evaluating 20 statements: 10 items for integrative motivation and another 10 items for instrumental motivation which is scaled from 5 to 1: Strongly Agree (5 points), Agree (4 points), Neutral (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Procedure

The questionnaire consisted of 20 different items to 20 students, each with a five-point scale ranging from Strongly Agree (1) to Strongly Disagree (5). 10 items measured integrative motivation and other 10 items measured instrumental motivation. The instructions for completing the questionnaire were explained by the researchers.

Data Analysis

Descriptive quantitative analyses were used to describe the data in order to get the results on the motivation orientation of SMPIT Putri Al-Hanif in learning English. After the writer gathered data, the data was calculated and analyzed using SPSS v.22 and descriptive to describe results such as table, percentage and chart. The calculation indicated that 20-item questionnaire was valid because $r_{\text{count}} (0.50, 0.56)$ is bigger than $r_{\text{table}} (0.44)$. The questionnaire was also reliable because $r_{\text{count}} (0.81, 0.84)$ is bigger than $r_{\text{table}} (0.44)$.

FINDING AND DISCUSSION

The research examined the motivation derived from the cultural and social orientation, and career-related and

academic orientation. From these two components, on one hand, it is found that students of seventh grade students have an integrative orientation as well as instrumental orientation that students learn English to get a better academic result and also want to master English because English

is an important language in global world. On the other hand, there are some differences if we see from the statistics viewpoints. The following table shows the differences between instrumental and integrative motivation after calculated by using SPSS (N=20).

Variables	Subjects	Mean	Standard Deviation	Validity	Reliability
Integrative Motivation	20	4.47	0.62	0.50	0.81
Instrumental Motivation	20	4.33	0.70	0.56	0.84

Table 1 Comparison between instrumental and integrative motivation

It is quite clear that those 20 items in the questionnaire were valid because $r_{\text{count}} (0.50, 0.56)$ is bigger than $r_{\text{table}} (0.44)$. The questionnaire was also reliable because $r_{\text{count}} (0.81, 0.84)$ is bigger than $r_{\text{table}} (0.44)$. Based on the table above, the study showed that seventh-grade students of SMPIT Putri Al-

Hanif have a stronger instrumental motivation to learn English. It can be seen from the mean. The mean of the integrative motivation is 4.47, while instrumental motivation is 4.33. Besides, from the research that has been done about the motivation of learning English is obtained:

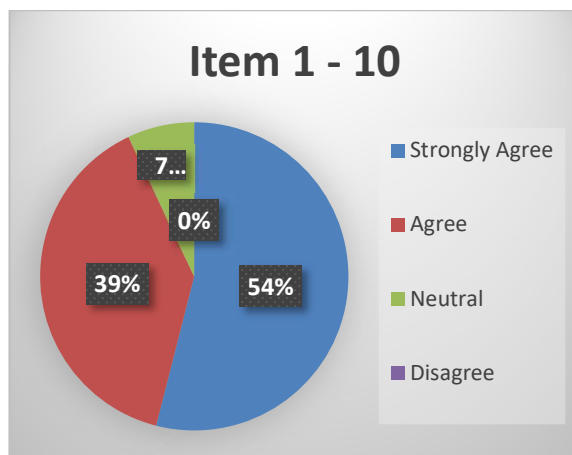


Figure 1 Result from integrative questionnaire

The total percentage of student choices when faced with 10 statements whose orientations are integrative are as follows; respondents who voted 'strongly agree' were 54%, 'agree' voters were 39%,

'neutral' voters were 7%, 'disagree' and 'strongly disagree' voters were 0%. Once calculated, of 20 respondents who fill the questionnaire, it can be said that 93% respondents have integrative orientation

and the rest 7% are those who choose 'neutral'.

Thus, these 93% students have desire to integrate themselves within a culture to become a part of that society. It also indicates an interest in learning the

language in order to meet and communicate with members of the second language community because they want to get to know the people who speak that language.

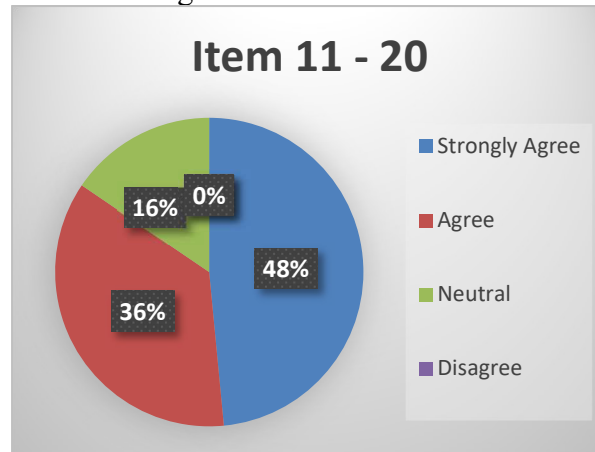


Figure 2 Result from integrative questionnaire

The total percentage of student choices when confronted with 10 instrumental orientation statements is as follows; respondents who voted 'strongly agree' were 48%, 'agree' voters were 36%, 'neutral' voters were 16%, 'disagree' and 'strongly disagree' voters were 0%. Once calculated, of 20 students who filled the questionnaire, it can be said that 84% students have an instrumental orientation

and the remaining 16% students between not having this orientation or cannot be determined because of 'neutral'. As a result, these 84% students learn a language primarily for a purpose like getting a job or fulfilling an academic requirement such as passing an examination, studying, etc. In other words, they acquire a language in order to achieve goals such as promoting a career or job.

	Integrative Motivation	Instrumental Motivation
Total Score	894	866

Table 2 Total score for both motivations

As indicated in the above table, the students have both integrative and instrumental motivation in learning English, but the total score of integrative motivation is 894, while instrumental motivation is 866. In other words,

integrative motivation has higher total score than instrumental motivation. Thus, the finding suggests that integrative motivation plays greater role in learning English for seventh grade students at SMPIT Putri Al-Hanif. Finally, according

to the explanations above, we can conclude that integrative motivation has stronger effect than instrumental motivation toward learning English at seventh-grade students in SMPIT Putri Al Hanif. It is based on the result that the mean of the integrative motivation is 4.47, while instrumental motivation is 4.33. In addition, another result proved that 93% learners have integrative motivation while 84% learners have instrumental motivation. It means that they are more desire to integrate with a target language community and take part in culture and social life of English-speaking people.

CONCLUSION

There are a lot of factors which influence the success in language learning. However, one of the most important factors is learners' motivation to learn the language. This research indicates that seventh-grade students in SMPIT Putri Al-Hanif have both instrumental motivation and integrative motivation. But the integrative motivation has stronger effect than instrumental motivation toward learning English. It is based on the result that learners have 93% integrative motivation and 84% instrumental motivation. In addition, the mean of the integrative motivation is 4.47, while instrumental motivation is 4.33. It indicates that they are more interested in the culture associated with that language and have desire to integrate with a target language community and social life of English-speaking people.

Learners who have motivation to learn a language are the easiest to teach. Whether the motivation comes from within or from an outside source, whether it is instrumental or integrative, these students have set themselves long-term goals and

they are determined to achieve them in any way possible. The teacher's task is to help them sustain and even enhance the motivation they already have. This can be done by creating a positive atmosphere and using varied and interesting activities in the classroom.

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