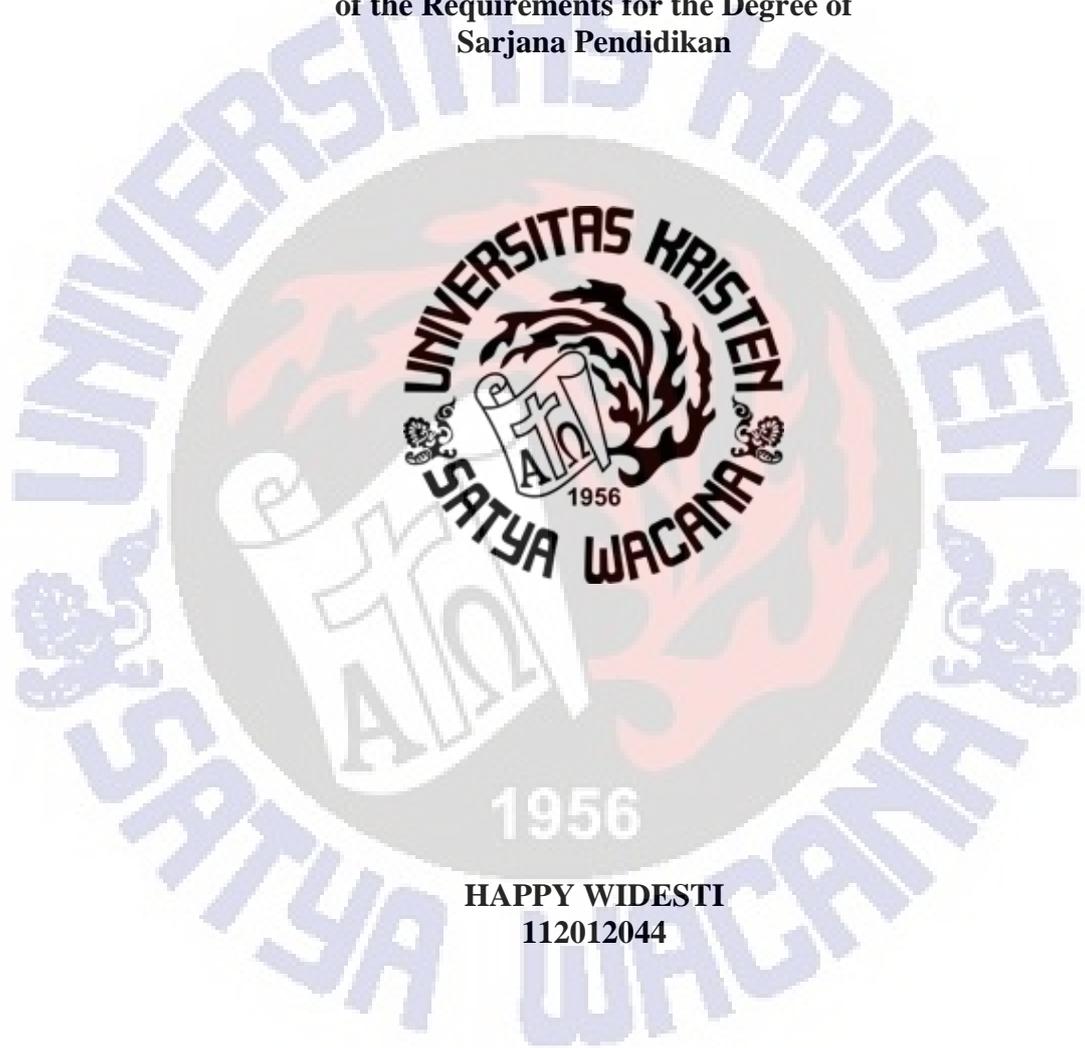


**MOTIVATION IN ENGLISH LANGUAGE LEARNING OF  
ENGLISH DEPARTMENT FRESH YEAR STUDENTS**

**THESIS**  
**Submitted in Partial Fulfillment**  
**of the Requirements for the Degree of**  
**Sarjana Pendidikan**



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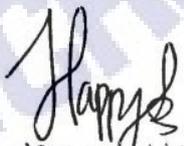
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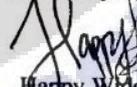
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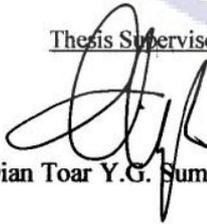
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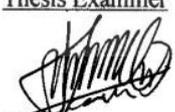
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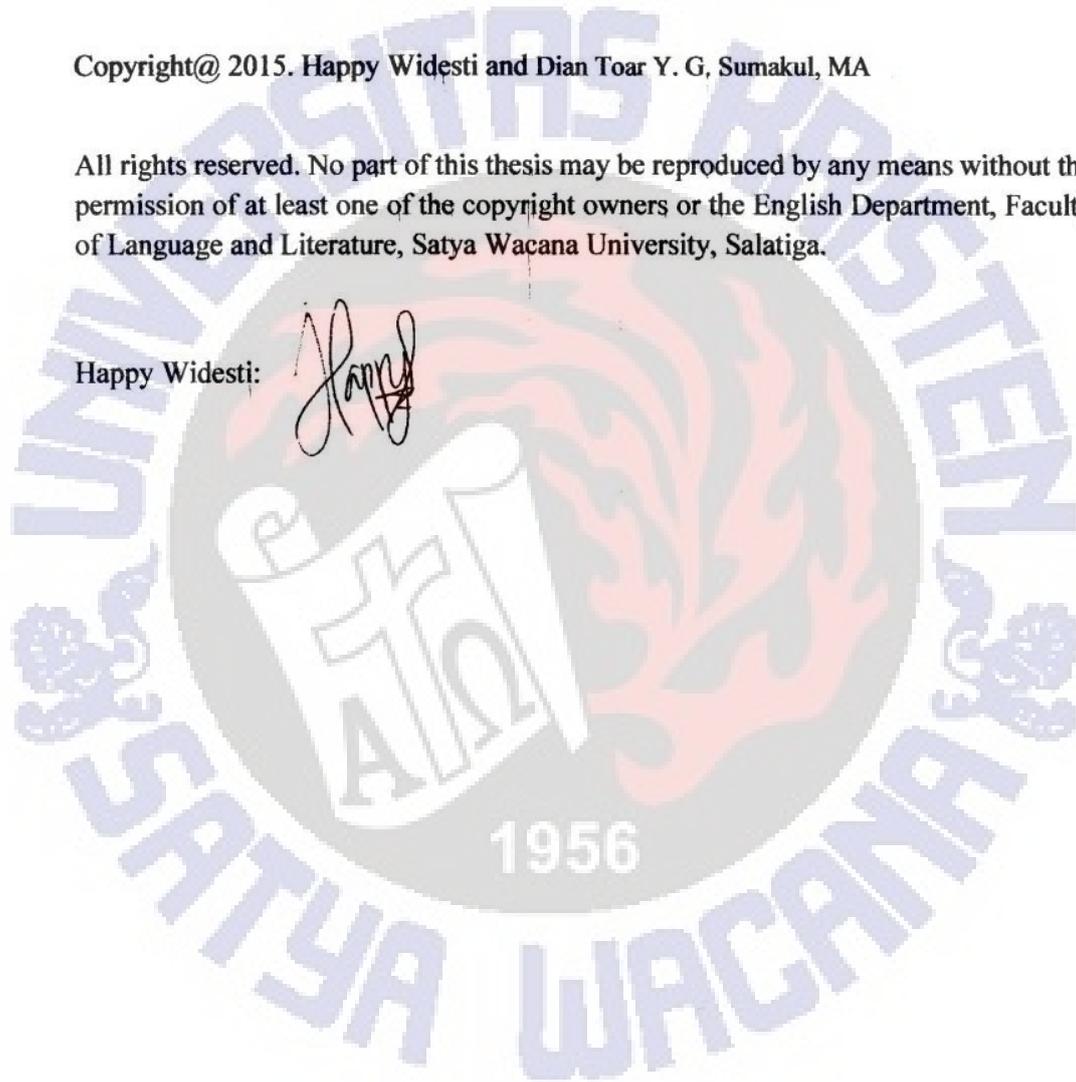
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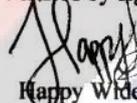
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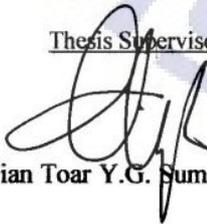
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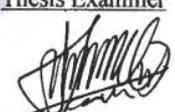
  
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# Motivation in English Language Learning of English Department Fresh Year Students

*Happy Widesti*

## ABSTRACT

Motivation plays an important role for the students in language learning. However, the study about motivation have not been discussed adequacy. This study aimed to investigate the level of the fresh year students' motivation based on instrumental and integrative motivation. This study is a replicate study from Kitjaroonchai (2012). The data were collected from 40 fresh year students of the English Language Education Study Program, Faculty of Language and Literature, Satya Wacana Christian University (ED-SWCU), majoring in English Language Education Program (ELE Program). The instruments used for the data collections are a set of adapted questionnaire from Gardner (1985) Attitude/Motivation Test Battery (AMTB) edited by Kitjaronchai (2012). The findings showed that the students have high motivation in learning English. The finding revealed that the students had slightly higher instrumental motivation rather than integrative motivation in learning English as their second language. This happened because the students' motivation was affected by their environment.

**Key words:** motivation, instrumental motivation, integrative motivation, fresh year students, EFL learners

## INTRODUCTION

Communication is one of the basic human nature. According to Ethnologue, in 2014 English is the third most widely used languages in the world. Therefore, English plays an important role to communicate with people all around the world. Gardner (1985) believes that student's motivation has long been identified as one of the main factors affecting English language learning. Along with that, in order to communicate worldwide, many students encourage themselves to learn English as their foreign

language (EFL). It could be proven by many universities in Indonesia which have the faculty of English as one of the majors.

In 2012, Kitjaroonchai and Kitjaroonchai conducted a study in Thailand. The study aimed to find the students' motivation in learning English. They worked with 137 participants from students majoring in English at Asia-Pacific International University. They found that the students had both high integrative and instrumental motivation to learn English. Yet, the instrumental motivation was slightly higher motivation rather than integrative motivation.

This study examined the motivational level of first-year undergraduate students at English Language Education Program, Satya Wacana Christian University (ED-SWCU). This study was expected to provide important information in determining the type of their motivation in learning English, in this case, integrative or instrumental. The study helps to understand students' motivation in learning English at ED-SWCU. As a result, the study can help the faculty to enhance the students' motivation so they could be successful in their learning.

## **LITERATURE REVIEW**

### **Related Definition of Motivation**

In this section, the writer would define and explain theories related to motivation. Motivation is an important factor for engaging the EFL (English as a Foreign Language) learners in their learning process. According to Dornyei (1998), "some researchers agree that motivation is accountable for determining human behavior by energizing 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

researchers". This statement supports that engaging students' motivation could help them to have a direction to achieve their dreams.

Therefore, according to Farahwaty (2014), in 1967 English was appointed as a foreign language taught in secondary high school to give opportunities for learners to use science and technology for the sake of the Indonesia development (p.4). In order to archive the goal, the EFL learners in Indonesia is growing every year. Hence, an expert in motivational study Gardner (1985) stated that motivation is "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the activity" (p. 10).

#### **Integrative vs. Instrumental Motivation**

According to Gardner (1985, as cited in Kitjaroonchai, 2012) in order to understand why language learners were motivated, it was essential to understand the learners' ultimate goal or purpose for learning the language. He referred to this as learner's orientation. His theory of second language learning motivation was identified in two distinct orientations

**Integrative Motivation.** An integrated motivation is to combine the language with the learner target language. In integrative motivation, the learners learn the target language so they could get better comprehend and to know people who speak up the language and mix up in their culture. According to Gardner and Masgoret (2003), Integrative motivation refers to "an openness to identify at least in part with another language community" (p.126). Along with that, Mun (2011) defines integrative motivation as a motivation without any external inducement (reward). Therefore, an integrative motivation leads the students to learn the foreign language due to the

positive manners. Yet, the students wish to integrate into the target language community.

**Instrumental Motivation.** Learners with an instrumental motivation are learners who want to learn a language because of some reasons such as job demands or getting into college. Gardner and Lambert (1972) considered instrumental motivation as a means to get the social and economic reward through L2 Learning. Motivation is an important factor in L2 learning. Some researcher also agrees that the combination of integrative and instrumental motivation can engage the student motivation in learning their target language. Furthermore, Mun (2011) defines instrumental motivation as a motivation to learn a language with more beneficial purposes, such as looking for jobs or reach higher social status.

According to Wong-Fillmore (1991) there are three conditions necessary for learning L2, such as:

- a) The need of motivated students to learn the target language.
- b) Native speaker's support to learn L2.
- c) Contact between a native speaker of the target language and learners.

#### **Intrinsic vs. Extrinsic Motivation**

In this section, the other types of motivation explained, they were intrinsic and extrinsic motivation. Substantively, there was similarity between intrinsic/ extrinsic and integrative/ instrumental motivation. Therefore, Rehman et al. (2014) classify intrinsic and extrinsic motivations, as follows:

**Intrinsic Motivation.** Intrinsic motivation is a motivation which comes from the individual themselves. They want to learn the target language because of their

self-desire to study it. According to Woolfolk (1998) “intrinsic motivation is a motivation that stems from factors such as interest or curiosity” (p.374). In relation to that, intrinsic motivation could occur when the learner has an interest or curiosity in learning English without any pressure to learn it.

**Extrinsic Motivation.** Extrinsic motivation is a motivation which comes from the environment. They want to learn the target language because it is the demands of their job or school. According to Harmer (2007), extrinsic motivation caused by outside factors, such as, the need to pass an exam, the hope for financial reward, or the possibility of future travel. Besides, Deci and Ryan (2000) propose 4 categories for extrinsic motivation. They were external regulation, interjection, identification, and integration.

Based on the discussion above, there are some motivational types to identify students' motivation. They are instrumental, integrative, intrinsic and extrinsic motivation. Hence, there is a similarity between extrinsic and instrumental motivation which come due to environmental influences. However, there are no similarities between intrinsic and integrative motivation. Therefore, in this paper, the researcher chose instrumental and integrative motivation to determine students' motivation.

### **Related Studies**

Kitjaroonchai (2012) conducted a study on students' motivation to learn English as a second language. Here, the researcher tried to replicate the study and adapt the questionnaire but using different sample which was the fresh year students at ED-SWCU. In this study, Kitjaroonchai (2012) involved 266 students from 10 different secondary and high schools in Education Service Area 4, Saraburi Province.

The result of his study was the students were highly motivated to learn English by having overall mean score 4.39. In comparing the two types of learning motivation: integrative motivation and instrumental motivation, it was almost a similar result among integrative and instrumental motivation to learn English with average mean scores of 4.22 and 4.51, respectively. Their instrumental motivation to learn English was very high and it slightly outperformed their integrative motivation by 0.29. These research findings were consistent with the previous studies by Wimolmas (2012).

A study by Wimolmas (2012) in Thailand aimed to determine students' motivation in learning English, in term of instrumental and integrative motivation. Specifically, the researcher involved 30 first-year undergraduate students at an international institute of engineering and technology. The result of his study shown that the students were relatively highly motivated. Hence, the researcher found that the students were more instrumentally motivated to learn English.

Rehman et al. (2014) conducted a study to explore the role of motivation in learning English for Pakistani learners. The study involved 50 Pakistani intermediate students from a private college. In relation to motivation, the result found that 70% of the students were more instrumentally motivated to learn English. Otherwise, 24% students wanted to learn English because they love English (integrative motivation) and 6% students did not show their consent.

## **THE STUDY**

### **Research Question**

The study aimed to answer the following question:

1. What is the level of motivation among fresh year undergraduate students at ED- SWCU in Learning English?

### **Context**

The research was conducted at ED-SWCU. This study attempts to explore the students' motivational level in learning English. The researcher conducted the study at ED- SWCU because the students in Faculty of Language and Literature have to learn and use English in every course.

### **Participants**

The study was collected using convenience sampling. Along with that, Ross (2005) defines convenience sampling to describe sample in which the sample have been selected from the target population by the researchers. Hence, Dornyei (2007, as cited in Farrokhi and Hamidabad, 2012) mentioned “[convenience sampling] is selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer.”

Thereupon, the participant of the study comprised of 40 fresh year students of the Faculty of Language and Literature (FLL), Satya Wacana Christian University, majoring in English Language Education Program (ELE Program). Their ages range from 17-18 years old. Common to all the participant was having their first year studying in FLL and at least 10 years of exposure to EFL instruction during which they have learned English.

## **Instrument of Data Collection**

The instrument used in this study was a motivational questionnaire adapted and edited by Kitjaroonchai (2012). The questionnaire was adapted from Gardner's (1985) Attitude Motivation Test Battery (AMTB) which had been edited by Kitjaroonchai (2012) using the integrative and instrumental orientation scales. The questionnaire consists of 20 five-point Likert (1932) scale items (on a scale of 1-5, ranging from strongly disagree = 1 to strongly agree = 5). In regard to the motivational survey, the researchers chose statements that were most suitable for the respondents and the reality of their cultural context. The researcher edited the questionnaire to make it suitable for Indonesian context.

## **Data Collection Procedure**

To collect the data, the researcher asked the lecturers to join procedural writing class. Then, the researcher distributed the questionnaire to 40 of 2015ers students at the end of the class. The researcher asked the respondent to fill the questionnaire based on the instruction given in the questionnaire.

## **Data analysis procedure**

To explore the motivation of fresh year FLL students in learning English, the researcher had computerized and analyze in terms of means and standard deviation using Microsoft Excels. Then, the data were analyzed and interpreted the mean score for students' motivational level. The researchers adopted the interpreting procedure based on Best (1981) and Degang (2010)

## FINDINGS AND DISCUSSIONS

This part presents overall details of the study's result. The finding was divided into two parts, they were instrumental and integrative motivation. Table 3 and 4 are the questioned items. Therefore, the mean range to measure the student motivation, using descriptive statistic of the Mean score and Standard Deviation (S.D) and their corresponding motivation levels, which serve as the premise for further interpretation and implication. Therefore, a five-point Likert scale was used to measure the level and type of subject's learning motivation. Hence, the researcher adopt Best (1981) and Degang (2010) interpreting procedure design to interpret the mean score level for students' motivation, as follows:

Table 1

*Interpretation of Mean Score of Motivational Levels*

---

<b>Mean Range</b>	<b>Interpretation</b>
4.50-5.00	Very high degree of motivation
3.50-4.49	High degree of motivation
2.50-3.49	Moderate degree of motivation
1.50-2.49	Low degree of motivation
1.00-1.49	Very low degree of motivation

Table 2 below indicates the overall result using the mean score, standard deviation, and motivational level of instrumental and integrative motivation. The findings were presented in average mean scores indicating the motivational levels based on the criteria of Likert (1932), as follows;

Table 2

*Instrumental and Integrative Motivation*

Motivation	Mean	S.D	Meaning
Instrumental Motivation	4.3	0.69	High
Integrative Motivation	4.15	0.69	High
Total	4.23	0.69	High

As shown in Table 2, the overall mean score was 4.23. It was interpreted as ‘high’ motivation, which means that the respondents were highly motivated to learn English.

However, the Table also shows that the mean score of instrumental motivation was higher than integrative motivation. Although the findings of instrumental and integrative motivation had a close mean score of 4.3 and 4.15, respectively. The instrumental motivation was slightly higher by 0.15.

This finding was in line with the motivational study by Liu (2007) on Chinese students’ motivation to learn English at the college level where she found that the instrumental motivation was slightly higher than integrative motivation; Similarly, Kyriiacou and Zhu’s (2008) study about students toward learning English in Shanghai found that the students’ motivation to learning English was to get the better job.

**Instrumental Motivation**

In this section, the findings on instrumental motivation were presented and elaborated. Gardner, et al. (1983), defined instrumental motivation as a “learning a

language because of some more or less clearly perceived utility it might have for the learner.” Therefore, Table 3 below showed the mean score, standard deviation and rating of the motivational level of instrumental motivation.

Table 3

*Instrumental Motivation*

<i>Instrumental Motivation</i>		<b>Mean</b>	<b>S.D</b>	<b>Rating of Motivational Level</b>
Q3	Studying English can be important for me because I will be able to communicate with native English speaking member countries.	4.77	0.43	Very high
Q4	Studying English can be important for me because it will help me to get an ideal job in the future.	4.38	0.71	High
Q5	Studying English can be important for me because I will need it for my future career.	4.62	0.67	Very high
Q6	Studying English can be important for me because it will make me a more knowledgeable person.	4.28	0.72	High
Q10	Studying English can be important for me because other people will respect me more if I know a foreign language.	3.74	1.02	High
Q11	Studying English can be important for me because it will help me to further my studies.	4.21	0.61	High
Q12	Studying English can be important for me because it will help me search for information and materials in English on the Internet	4.33	0.7	High
Q14	Studying English is important to me because it will help me when I travel	4.54	0.6	Very high

	abroad.			
Q15	Studying English is important to me because it will help me to achieve at school.	4	0.73	High
Q19	I study English diligently because I want to earn a university degree.	4.13	0.73	High
Q20	I study English diligently because it is an important tool for communication.	4.36	0.63	High
Total		4.3	0.69	High

In Table 3, the researcher found out some significant results on the questionnaire which all the questionnaire items are all highly motivated instrumentally with the average mean score 4.3 and average standard deviation 0.69.

According to the result, the mean range considered as a high level of motivation which the lowest was 3.74 besides the highest is 4.77. Therefore, the standard deviation result also significant, there was no big difference in the spread of numbers which mean the respondent answers were quite similar to one another. Those findings are in line with Kitjaroonchai and Kitjaroonchai (2012) which found that instrumental motivation was higher than integrative motivation by 0.38 on the mean score.

Although all of them were highly motivated instrumentally, there were some questionnaire items which were considered as the highest reason for the respondents. Hence, the three highest reasons were the respondent wanted to be able to communicate with the native speaker of English, wanted to get a better career and English helped them when they were traveling abroad. It can be concluded that these fresh year students well perceived English as an important means for their communication skill and good prospects for their future career. The findings were corresponding with Kyriacou and

Zhu (2009) that found Shanghai pupils had a tendency to dominate by extrinsic reason for learning EFL because they were concerned about their future career.

In addition, the lowest motives item that says English is important because when the respondent use English they will be respected more is quite intriguing. Al-Dosari (2011) conducted a study about the use of English in Saudi Arabia states that Englishization, is possible to happen in the EFL setting, where the loan words are disposed to be acquired into the native language of the EFL speakers of English in view of English being seen as a prestigious dialect to be learned and spoken by the social or political first class in the country. However, in this case, the use of English as a prestigious language is not the highest respondents' motivation to learn English. Although, question number 10 considered as the lowest motive items. However, it still interpreted as high motivation. Therefore, the respondents considered that English as a prestige language so that if they able to communicate with English, the people would appreciate them more.

### **Integrative Motivation**

In this section, the researcher explained finding of integrative motivation. This type of motivation was defined by Deci and Ryan (1985) in which learners find enjoyment and interest in learning a foreign language in order to understand the culture, tradition, and community of people who speak that language. Furthermore, in Table 4 shows the finding of integrative motivation with the mean score, standard deviation, and rating of the motivational level.

Table 4

### *Integrative Motivation*

---

<i>Integrative Motivation</i>		<b>Mean</b>	<b>S.D</b>	<b>Rating of Motivational Level</b>
Q1	Studying English is important to me because I can understand the cultures and traditions of the English speaking countries member.	4.56	0.5	Very high
Q2	Studying English is important to me because I can understand English stories, novels, and literature.	4.33	0.62	High
Q7	Studying English helps me to better understand the ways of life of the native English member countries.	4.03	0.71	High
Q8	Studying English helps me to easily make friends with foreigners.	4.26	0.79	High
Q9	Studying English helps me to associate with the English speaking countries member and learn about their values and beliefs	4.21	0.57	High
Q13	Studying English helps me to be open-minded and friendly like native English speakers.	4.03	0.84	High
Q16	The Americans and British are kind and cheerful.	3.67	0.7	Moderate
Q17	I enjoy watching English news and movies.	4.41	0.64	High
Q18	I enjoy reading English books, articles, newspapers, and magazine	3.85	0.81	High
<b>Total</b>		<b>4.15</b>	<b>0.69</b>	<b>High</b>

Table 4 represents the result of integrative motivation with total consider as a highly integrated motivated with total average mean score 4.15 and 0.69 average standard deviations. The results found that the mean score including the high degree

of motivation with the score 4:15 and the standard deviation by 0.69 which represents that the respondents answer was quite similar one another. In the other hand, Degang (2010) study about motivation in learning English for second-year students in Thai who majoring Business English at Assumption University. The study found out that the differences of instrumental and integrative motivation are close, however, the result was the integrative motivation was slightly higher rather than instrumental motivation.

The result defined that most of the fresh year students were internally motivated by their desire to know the culture and tradition of English speaking countries member, watch English news and movies and understand English stories, novels, and literature. Those were 3 reasons which show the highest level of integrative motivation. Ryan, Williams, Patrick and Deci (2009) states that every individual is naturally inspired by some activities and not others, furthermore just at specific times and not others. It could conclude that most of the respondents intrinsically motivated by those activities which represents by the 3 highest motivation items.

Nevertheless, the statement number 16 (The Americans and British are kind and cheerful) had the lowest level of integrative motivation and considered as moderate motivated. That condition could be determined by students experience in meeting the English speaking member country. The frequency of meeting the English speaking member country could affect their perception about the question number 16.

In addition, the motivation item question number 18 which said the respondent enjoy reading English books, articles, newspapers and novels also considered as the second lowest motivation item. Ryan, Williams, Patrick and Deci (2009) states that

while our ancestors may have been required to get up and move, the modern society is regularly required to do the opposite; to sit still. Therefore, in this era, people prefer to use a digital gadget to access the books, articles, newspapers, and novels rather than buy them in the bookstore which needs a lot of time and fuels money. The same could apply to the participants in this study.

### **Discussions**

Oxford and Shearin (1994) as cited in Doryei (1998) mentioned that “Quite possibly the source of the motivation is very important in a practical sense to teachers who want to stimulate students’ motivation. Without knowing where the roots of motivation lie, how can teachers water those roots?” (p.15). These statements could motivate the teachers to be the best role for the students. Therefore, the students could be motivated to learn English more. Hence, teachers should pay attention to the students to train and introduce the students about the intrinsic motivation in order to improve their ability in using English as their second language. Gardner (1985) states that the integrative oriented learners showed more persistent and intents motivation rather than other learners. They had strong desire to learn the language and hold positive attitudes toward English speaking people and toward learning English. Their interest in English would affect their learning and achievements.

Hence, the survey revealed that the students were highly motivated to learn English. This finding answered the research question of what level of students’ motivation is. Based on the total comparison, it was discovered that the students are slightly more strongly instrumentally motivated to learn English rather than integrated

motivated to learn English. Those conclusions could answer the research question of the motivation found which is more instrumentally rather than integrated motivation.

The result showed that the integrative students' motivation was not as big as their instrumental motivation which means the motivation of learning English could be affected by their environment (Al-Bustan and Al-Bustan, 2009). Students were able to realize the importance of learning English. Students thought that by learning English they will be able to speak with native English speaking country; to find a good job in the future; help them while traveling abroad. Therefore, the students' family backgrounds, traveling experiences, academic history and personal interests varied greatly. Those conditions also affected the students' motivation in language learning.

Furthermore, Gardner (1985) states that it is essential to understand the learners' goals for learning the target language. According to the analysis, we could see that the students' motivation was very essentials in learning English. It could determine the students' achievements and maintain the students in learning English.

## **CONCLUSION**

This study was conducted to investigate the type of motivation that the fresh year students at Satya Wacana Christian University mostly used instrumentally or integrative motivation. The data were collected through questionnaire and distributed to 40 respondents. Hereafter, the data was examined using the existing theory.

The finding of this research concludes that the students were more instrumentally motivated rather than integrative motivated in learning EFL. However, the difference of motivation was close, the difference was only 0.15 on the mean score. Surprisingly, the results are mostly being high degree of motivational level which means most of the respondents were highly motivated to learn English. One implication from this is teachers should try to encourage the students to improve their motivation in learning English.

Therefore, the researcher wants to give some suggestion to the teachers and students who are teaching and learning English as their second language. Hopefully, by giving these suggestions, the teachers and the students could improve their English learning and their style in teaching EFL. First, the suggestion for the students such as students need to set their goal; take part in activity group and show interest in learning English. Next, the suggestions to the teachers such as teacher ought to use activity and method which gain the students creativity and interest such as making a pair assignment or using songs or movies to teach EFL; should create cooperative classroom atmosphere to lighten students' anxiety; and not only perfect in English but also good at managing the students.

However, there were several limitations on this research. First, the researcher found out that the respondents for the research is limited, it is a quarter of the total fresh year students in FLL, Satya Wacana Christian University. Second, the motivation investigated is not various, the researcher only examined the instrumental and integrative motivation. It would be better if the motivation investigated is more various. Therefore, for richer data, future studies should involve a larger number of respondents and examine various types of motivations.

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## APPENDIX

NAME :

NIM :

<b>Part II: Motivational Items (Integrative Motivation and Instrumental Motivation)</b>						
<i>Instructions: Please indicate your choice with a tick (√) in the column provided which appears most applicable to you. We suggest you to carefully read and give accurate answers since the success of this study depend upon your input.</i>						
<b>(5 = strongly agree, 4 = agree, 3 = moderate, 2 = disagree, 1 = strongly disagree)</b>						
	<b>Motivational Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Studying English is important to me because I can understand the cultures and traditions of the English speaking countries member.					
2.	Studying English is important to me because I can understand English stories, novels, and literature.					
3.	Studying English can be important for me because I will be able to communicate with native English speaking member countries.					
4.	Studying English can be important for me because it will help me to get an ideal job in the future					
5.	Studying English can be important for me because I will need it for my future career.					
6.	Studying English can be important for me because it will make me a more knowledgeable person.					

7.	Studying English helps me to better understand the ways of life of the native English member countries.					
8.	Studying English helps me to easily make friends with foreigners.					
9.	Studying English helps me to associate with the English speaking countries member and learn about their values and beliefs					
10.	Studying English can be important for me because other people will respect me more if I know a foreign language.					
11.	Studying English can be important for me because it will help me to further my studies.					
12.	Studying English can be important for me because it will help me search for information and materials in English on the Internet					
13.	Studying English helps me to be open-minded and friendly like native English speakers.					
14.	Studying English is important to me because it will help me when I travel abroad.					
15.	Studying English is important to me because it will help me to achieve at school.					
16.	The Americans and British are kind and cheerful.					
17.	I enjoy watching English news and movies.					
18.	I enjoy reading English books, articles, newspapers, and magazines.					
19.	I study English diligently because I want to earn a university degree.					

20.	I study English diligently because it is an important tool for communication.					
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