

The Learning Motivation and Preferred Learning Activities of Successful Students of English Education Study Program at Universitas Bengkulu. Thesis, English Education Study Program, Education and Teachers Training Faculty, Bengkulu University

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Abstract: This research aimed to find out the dominant kind of motivation in learning English, the preferred learning activities and the difference between the successful students with integrative and instrumental motivation on their preferred learning activities. This study was designed as descriptive quantitative method. The population of this research was the fifth and the seventh semester students of English Education Study Program at Universitas Bengkulu. The sample of this research was 34 successful students at the fifth and seventh semester students. The instruments of this research were questionnaire and questions list. The formula as recommended by Sudijono (2000) was used in data analysis. The result of this research showed that the successful students with integrative motivation were more dominant in learning English. The preferred learning activities of successful students have characteristic such as fun, entertaining and some of them are compulsory. There was no significant difference on the choice of preferred learning activities between the successful students who instrumentally and integratively motivated in learning English.

Keywords: Learning Motivation, Integrative Motivation, Instrumental Motivation, Preferred Learning Activities, Successful Students

INTRODUCTION

Motivation is one of the crucial psychological factors which have power to influence language learning of humans. Motivation is defined as a fundamental point in gaining success of students (Winke, 2005). Without having motivation, someone do not get involve in learning the target language, thus motivation can be summarized as an essential part in learning the target language.

In learning the target language, there are two kinds of motivation. Gardner (1985) has distinguished the motivation into two kinds in learning the language; there are integrative and instrumental motivation; the first motivation is integrative; it is a motivation which shows a prosperous posture in the object of language; this motivation is

characterized by desirability to fuse and to follow a culture by means of language; the second motivation is instrumental; this motivation is operational cause in studying the language, the examples are promoting for occupation and demanding of language.

Kinds of motivation carry students to achieve certain goals in learning English. Those goals can direct them to be successful students. These successful students are defined as the students who reach success in their academic life. It can be seen from their Grade Point Average. It can be defined from the students' better Grade Point Average and their achievement in education world (Cintron, 2007). In this research, the students can be said as successful students if they have GPA equal to 3.5 up to 4.0.

Successful students, learning motivation and preferred learning activities have a relationship in certain way. Choosri and Intharaksa (2011) prove that motivation has a positive relation with students' English learning achievement. In addition, Rotgans (2009) states that the connection between motivation and achievement are not only factors about cognitive, but it is also included about learning activity. From the statements previously, it can be summarized that motivation is also related to students' achievement and learning activities.

Before conducting this research, there is a research which has conducted at Universitas Bengkulu that have relation with this research. The first research is about motivation which is carried out at Bengkulu University conducting by Vera Arviana in 2008 with the thesis entitled "*Students' Integrative and Instrumental Motivations in Learning English (A Study on the First Year Students of the Vocational School Number 2 Kepahyang)*". Meanwhile, the research about learning activities was conducted by Lailatul Qadar in 2008 with the research entitled "*Students' Daily English Learning Activities (A Descriptive Study of the Sixth Semester Students of the English Study Program of Universitas Bengkulu in the 2007/2008 Academic Year)*". There was no research previously which conducting two of these variables to become one research whereas the students' motivation and preferred learning activities of successful students had correlation one and another.

This research needs to investigate because the result can be used to lead unsuccessful students being the successful students in their academic life. Hence, the research entitled "*The Learning Motivation and Preferred Learning Activities of Successful Students of English Education Study Program at Universitas Bengkulu*" was conducted.

Motivation

Motivation takes a crucial part in acquiring the language. Harmer (2001) he claims that motivation is inner cause that force an individual in performing a work to accomplish a goal. Furthermore, in a simpler definition of motivation, it can be said as a positive attitude which changes humans' action at their piece of work which brings on efficient result of their task (Gangwani, 2012). From the experts' definition, it can be concluded that motivation comes from inside of humans to achieve certain objective to push themselves powerfully in get certain aims in the environment where they live.

Kinds of Motivation

Motivation as general can be categorized into two parts. They are intrinsic and extrinsic motivation. Behzadi (2013) states intrinsic motivation as willingness to acquire the language because people enjoy in acquiring the language itself although there is no advantage for them. In contrast with intrinsic motivation, extrinsic motivation defines as motivation in performing work because there are eventualities such as benefit, penalty, point in time, and others possibility which are not coming from the inside (Vansteenkiste, Lens, & Deci, 2006).

On the other hand, in learning English Gardner (1985) has distinguished the motivation into two kinds in learning English language. They are;

- integrative motivation
- instrumental motivation;

In addition, Pastor and Mestre (2013) claim that integrative motivation has two characteristics, the first one is good posture of someone to merge with the people who have object of the language and the second characteristic is a tendency to become one with the people who speak the language. Ahmadi (2011) he claims that instrumental motivation is characterized by having useful purposes in gaining the language, such as upgrading job, raising high prestigious, approaching information, or graduating from educational institution. These two kinds of motivation have different aims in learning a target language.

Learning Activities

Learning activities are process in acquiring something to have certain goal. Schneider (2007) defines that learning activity is subdivision of greater learning process. It means that learning activity is a part of bigger process in the learning process. The examples of the learning activities are singing the English songs, reading English novels, watching English movies, listening to the foreign radio programs, talking with classmates using English language, and writing the diary in English. The choice of learning activities can be different from one student to the others. It is what we call as 'preferred learning activities'. There are students that preferred to learn English through songs than to learn English through English books so do with the contrary. It is meant that learning activities depend on someone interest.

According to Achevarria, Vogt & Short (2004, as cited in Jones and Bartlett, 2009) in providing the learning activities in various classroom, teachers must look at four language areas; the first is reading, in here the students can understand scripted or materials which is printed like letters; the second is writing, the students can do communication in scripted; the third is listening, in here the students can understand the language orally from various verbalizers; and the fourth is speaking, the students must articulate the words, exchange the ideas through conversation.

The learning activities which investigated in this research consisted of four skills and two knowledges. Four skills, there are speaking, writing, reading and listening. Meanwhile in knowledge consisted of vocabulary and grammar.

METHODOLOGY

This research used descriptive quantitative method. According to Frankael and Wallen (2009) descriptive method is a method which is used to describe case, event, or incident as clear as possible. The information described and the categorized becoming interpretation and explanation. The data was analyzed in a quantitative way. The data was presented in statistical by using percentage.

The population of this research was the fifth and the seventh semester students of English Education Study Program at Universitas Bengkulu. Meanwhile, the sample of this research was the fifth and the seventh semester successful students of English Education Study Program at Universitas Bengkulu. This sample included students which had GPA 3.5 up to 4.0. In this research, I only acted as a researcher.

The instruments of this research were questionnaire and the questionnaire was divided into two parts. Part one was about the instrumental and integrative motivation and part two was about the preferred learning activities.

In making this research, the data was not only acquired from the respondents itself. According to Livesey (2006) second source was reference which had already available. It was collected from the other citizenry or text file. The second source is taken from the Faculty of Education and Teacher Training about amount of the students in English Education Study Program and also the GPA at the fifth and the seventh semester students for every class.

Firstly, the research letter was sent to the faculty. Then, students' GPA was requested at Kasubbag Pendidikan Universitas Bengkulu. After that, the students who had GPA equal to 3.5 up to 4 and also for the students who had GPA lower than 3.5 were separated. Trying out of the questionnaire was done before giving the questionnaire to the successful students. The result of the try out was used to make an improvement of the questionnaire. After revision of the questionnaire was made, the result was given to supervisors to see whether it had properly constructed. Then the questionnaire was given to the samples and it was taken and was counted.

After the data had been collected, the score from the students' questionnaire was counted. In part one of questionnaire, the question is separated into two parts, as follows; questions number one until four measured about instrumental motivation; question number five until eight measured about integrative motivation. Six scales is used to measure the successful students' kinds of motivation in part one. (Strongly disagree; 1, moderately disagree; 2, slightly disagree; 3, slightly agree; 4, moderately agree; 5, and strongly agree; 6). If the total score of instrumental part is higher than integrative part, it is meant that the successful students have instrumental motivation. On the contrary, if the total score of integrative part is higher than instrumental part, it can be concluded that the successful students have integrative motivation. In questionnaire part two, the students just give tick for the option of students' preferred learning activities which they usually did in learning English language.

The data was analyzed by using formula based on Sudijono (2009) as follows:

$$P = \frac{F}{N} \times 100\%$$

Notes:

- P : percentage of the data
F : frequency of the data
N : total number of the sample

To validate the data from the questionnaire, the interview was conducted for two students in every class A and B at the fifth and seventh semester of English Education Study Program. Then, the result of the interview was transcribed and was analyzed related to the research questions and other additional information related to the topic.

RESULTS AND DISCUSSION

In this chapter, the results and the discussion are discovered about dominant kind of motivation, preferred learning activities of successful students and difference between successful students with integrative and instrumental motivation on their preferred learning activities in learning English.

The data of this research were taken from the questionnaire and the interview. The questionnaire was distributed to the fifth and to the seventh semester students of English Education Study Program at Universitas Bengkulu from December 10th, 2014 until December 18th, 2014. Meanwhile, the interview was conducted from December 22nd, 2014 until December 24th, 2014.

The total number of the students was registered before the research was conducted. A letter was sent to Kasubbag Pendidikan Universitas Bengkulu in order to get the data about students' GPA at the fifth and at the seventh semester. After that, the students who had GPA equal to 3.5 or more than 3.5 and also for the students who had GPA lower than 3.5 were separated. From the calculation, there were 39 successful students from the fifth and seventh semester.

Trying out of the questionnaire was done before giving the questionnaire to the successful students. It was used to check whether the questionnaire had properly constructed. Five successful students of English Education Study Program at the VII A class were used to follow trying out of the questionnaire. The trying out was held on December 2nd, 2014. Before they fulfilled the questionnaire, the direction was given and they answered it. After that, questions were asked to them in checking whether they have understood or not about direction and content of the questionnaire. In addition, the suggestion were also asked to them to make sure that the questionnaire had fully understood by the students.

The result of the try out was used to make an improvement of the questionnaire. Then, the result was given to the supervisors to see whether it had properly constructed. Then, five successful students who had been following try out were not included as the sample to fill the questionnaire because if they filled the questionnaire they did not have the same beginning like the other successful students. They had already known what should they fill. Finally, the total samples were 34 successful students. The data are described as following 11 students from semester V A; 11 students from semester V B; 2 students from semester VII A; and 9 students from semester VII B.

RESULTS

The kinds of motivation by successful students in learning English are presented in the following table.

Table 1. Kinds of Motivation by Successful Students with Instrumental and Integrative Motivation

No.	Kinds of Motivation	Frequency	Percentage
1.	Integrative	21	61.8%
2.	Instrumental	13	38.2%
	Total	34	100%

From the table above, it can be seen that the successful students' dominant kind of motivation in learning English at English Education Study Program at Universitas Bengkulu is integrative motivation. The successful students who integratively motivated in learning English is 61.8%; meanwhile, the successful students who instrumentally motivated is 38.2%.

Meanwhile, the successful students' preferred learning activities are divided in some areas such as reading, listening, writing, speaking, vocabulary and grammar. All of their preferred learning activities can be summarized in the following table.

Table 2. Preferred Learning Activities by Successful Students

No.	Kinds of Activity	Frequency	Percentage (%)
READING			
1.	Reading article which is written in English on internet	26	76.4
LISTENING			
2.	Listening to English songs	33	97
WRITING			
3.	Writing an assignment in English subject	21	61.7
SPEAKING			
4.	Singing English songs	27	79.4
VOCABULARY			
5.	Listening to the English songs	30	88.2
GRAMMAR			
6.	Singing English songs	27	79.4

All of the preferred learning activities between instrumental and integrative motivated successful students can be summarized in the following table.

Table 3. Preferred Learning Activities between Instrumental and Integrative Motivated Successful Students

No.	Kinds of Activity	Integrative (%)	Instrumental (%)
READING			
1.	Reading article which is written in English on internet	85.7	61.5
LISTENING			
2.	Listening to English songs	100	92.3
WRITING			
3.	Writing an assignment in English subject	61.9	61.5
SPEAKING			
4.	Singing English songs	76.1	84.6
VOCABULARY			
5.	Listening to the English songs	85.7	92.3
GRAMMAR			
6.	Singing English songs	100	69.2

To validate the data from the questionnaire, the interview was conducted. Two successful students who had the highest GPA in every class were taken. The total number of the students who had been interviewed were eight successful students. Eight questions in interview section were asked to the students to know their perception about learning motivation and preferred learning activities in learning English

Consistent with the questionnaire, the majority of the interviewees were more integratively motivated in learning English. The students who have integrative motivation mean that the students learn English because they are interesting with the culture of the people who speak the language. The following direct quote is one of the answer from the interviewee:

“I think for me, the more important thing is learning English to understand about the people who speak the language and its culture because we do not learn English only in informal academic but we also learn English to practice it in our daily life. For learning the culture, it is interesting so we want to seek more information about their culture.”

Meanwhile, the other reasons of the students in learning English were because of instrumental motivation. If the students have instrumental motivation, it means that the students learn English because they need English to get achievement in learning a language. The following direct quotes are the answers from the interviewees:

“Because many accesses after we learn English such as education and job. Beside that, many companies need English as one of the requirement to enter to those companies. In addition, the higher prestige will be achieved if we can speak English in our surroundings.”

The result of the students’ preferred learning activities are the students choosing preferred learning activities because it is fun, entertaining activities activities and some of them compulsory activities. The following direct quotes are the answers from the interviewees:

1. "Singing English song is very fun, entertaining, and it can train us to speak".
2. "Reading novels is very pleasant activity, it is not a burden, and in novels we can learn about the habit, culture and so on. In addition, we can also have much vocabulary and other knowledge".
3. Meanwhile in doing the course book, the reason is because we are in English Department so we need to do it".
4. "Honestly, it is only to complete the tasks in the college".

From the previous statements, it could be concluded that the successful students chose kinds of activity which they preferred if it was fun, entertaining and some of them are compulsory.

DISCUSSION

Based on research's findings, there are some points that can be discussed. From the result of the questionnaire, it proves that the successful students agree that by learning English, it will allow them to be more easy to interact with the people who speak English; it will allow them to meet and converse with more and varied people; studying English was important because it will enable them to understand and appreciate the English way of life, and studying English is important because they will be able to interact more easily with speakers of English.

This finding of this research contradict the findings from Vaezi (2008) and Shirbagi (2010). From Vaezi and Shirbagi findings, the data prove that the students are instrumentally motivated in learning English. The students are instrumentally motivated because they want to be more success in their education's life. Beside that, English become a crucial course to be mastered because they need it for their future career. In addition, the students have many of tasks when they are learning English so it makes them more instrumentally than integratively motivated in learning English. Moreover, there is no chance for them to learn about the English's culture. A little number of native speaker teachers' make the students are not having chance to get contact with native speakers.

Meanwhile, the findings of Gholami et al. (2012) is supported findings of this research where high achievers had higher integrative motivation than instrumental motivation. The students who integratively motivated like to make a part themselves with society who had the language. They like to communicate with the people who speak the language. Consequently, they want to execute the better English performance to socialize with the people surroundings.

The findings of this research support that the successful students have greater integrative motivation than instrumental motivation. The successful students are more interesting in learning about the culture, the people, and all the things which is related to English. This findings do not mean that the students do not have instrumental motivation, but it means that the successful students have higher integrative motivation in learning English.

The preferred learning activities of successful students of English Education Study Program. The activities divide in the areas of reading, listening, writing, speaking, vocabulary and grammar.

The students' preferred learning activities have characteristics such as fun, entertaining and some of them are compulsory. The finding of this research is supported by Schmidt (2004, as cited in Liam, 2013). He states that the efficient learning activities occur when it is entertaining, having connection with their purposes and affording satisfaction or pleasure. Meanwhile for reason of the compulsory activities, they do those activities because they want to get good grade in the college.

From the results of the interview, most of the successful students chose activities if the activities have characteristics such as fun, entertaining and some of them are compulsory. There is an example of the direct quote from the interviewee.

“By listening to the music, it is not a burden and it is an entertainment and also fun. Meanwhile in doing the course book, the reason is because we are in English Department so we need to do it”.

From an example above, it can be seen that the successful student says that “By listening to the music, it is not a burden and it is an entertainment and also fun”. It is implied that they chose their preferred learning activity because it is entertaining and fun activity. Besides, the student choose activity if it is a compulsory activity. It can be seen from student's direct quote “Meanwhile in doing the course book, the reason is because we are in English Department so we need to do it” the students do the activities if it is a must. They need to perform an action if they want to get a good achievement in English Education Study Program.

The third research question is about the difference between successful students with integrative and instrumental motivation on their preferred learning activities. It is taken from the data only. From the result of the research, it shows that there is no significant difference in the field. The students have the same kinds of preferred activity in the areas of reading, listening, writing, speaking, vocabulary and grammar. The difference only exists in percentage for the preferred learning activities of the successful students who instrumentally and integratively motivated because the number of successful students for both two groups are different.

The successful students' preferred learning activities can depend on their condition, requirement, duty, and enjoyment.

CONCLUSION AND SUGGESTION

Mostly the successful students of English Education Study Program at Universitas Bengkulu had integrative motivation in learning English. It means that they want to learn the culture of English, to understand about what the native speakers were saying about and also to communicate with the people who use the language.

There were some preferred learning activities in supporting the successful students in learning English. All of the students' activities have characteristics such as fun, entertaining and some of them are compulsory.

Successful students who instrumentally and integratively motivated have no significant difference on their preferred learning activities. It is meant that the kinds of learning motivation do not affect the choice of their preferred learning activities.

In conducting the next research, the future researchers need to use not only questionnaire and interview but also need to use observation to see their activities and to get a complete picture about how they study in the classroom.

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