

MOTIVATION OF BORNEO TARAKAN UNIVERSITY STUDENTS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Agus Rianto

Faculty of Teacher Training and Education, Borneo Tarakan University

riant2@hotmail.com

ABSTRACT

This study aims to analyze the motivation level of Borneo Tarakan University students in learning English as a foreign language. Respondents surveyed in this study amounted to 265 people consisting of 189 female and 76 male students. The instrument used was a questionnaire adopted from the Attitude/Motivation Test Battery (AMTB) developed by Gardner. The results of the study showed that in general the students of Boneo Tarakan University had a high level of motivation in learning English. According to them learning English was important both for integrative and instrumental oriented purposes. There were significant differences between male and female students in the mean scores of integrative motivation and instrumental motivation. However, by English achievement, significant difference was not found in the mean scores of integrative motivation and instrumental motivation.

Keywords: English as a Foreign Language, Integrative Motivation, Instrumental Motivation

INTRODUCTION

Motivation is one of the factors that play a significant role in the success of learning English as a foreign language. Some research results indicate that the motivation of students in learning foreign languages is the main driver that brings it to the success of learning the languages (Gardner, 1960; Lehmann, 2006; Schmidt, Borai & Kassabgy, 1996).

Motivation in learning foreign languages varies. Someone learns a foreign language because he wants to work in a country that uses that language. In addition, learning foreign languages is a means of learning the culture of other nations. Another motivation for someone's desire to master a foreign language is to make it easier to find work. This phenomenon has been questioned in most English language students at the college level. Research conducted by Marlina (2007) showed that the motivation that most underlies students learning and mastering English was to get a better job and because English was an important language in the development of the world economy. Such motivation is believed to be able to support the success of students in learning English as a foreign language.

Borneo Tarakan University considers the role of English as a foreign language as important in supporting the development of human resources. This is evidenced by the opening of an English language study program and the establishment of English courses as a compulsory subject at this university. Motivation that underlies students at the Borneo Tarakan University in learning English needs to be studied. In particular, the level of motivation in learning English as a foreign language by the students is necessary to be investigated. The present study aimed at discussing the level of integrative and instrumental motivation of Borneo Tarakan University students in learning English as a foreign language and seeing whether

significant differences were found in both types of motivation seen from gender differences and English achievement.

Motivation is defined as driving someone to do an activity (Tileston in Marlina: 2007; Hines & Rutherford, 1982). Motivation is an affective variable that must be considered in the process of language learning (Brown, 2007). Motivation theory develops through several periods and perspectives. Behavioristic perspective views motivation in the sense that it arises because of the desire to get reward. In a cognitive perspective, motivation arises because of basic human needs which mean that motivation is seen as decisions made by individuals for the specific goals that they want to achieve (Keller, 1983; Brown, 2007). The constructive perspective looks at motivation as a result of social construction in society, the result of the interaction of individuals with the surrounding environment, and also acts as social status.

Studies of motivation in learning foreign languages cannot be separated from the studies conducted by Gardner and Lambert (1972, 1985, 2005). Gardner and Lambert (1972) examined motivation as a factor of various different attitudes. Gardner and Lambert identified two types of motivation: instrumental and integrative oriented motivation. Gardner (1985) developed a measure of the motivation of students who studied foreign languages. According to Gardner, the purpose of teaching foreign languages is partly linguistic and non-linguistic. The linguistic goal emphasizes the development of individual language proficiency which includes reading, writing, speaking, and understanding the foreign language. For the purpose of this language proficiency there are many measuring instruments that can be used. Meanwhile, non-linguistic goals emphasize aspects such as understanding other communities and the desire to continue learning languages other than mother tongue. Measuring instruments for this purpose are still few, which is why Gardner developed a measuring instrument called the Attitude/Motivation Test Battery (AMTB). AMTB is focused on examining several affective components that affect second or foreign language learning. AMTB examines language learning into three parts, namely class behavior, motivation and anxiety; motivational intensity; teacher and curriculum. Furthermore, Dornyei (2001) argued that the division of motivation by Gardner and Lambert is not really the type of motivation, but rather is called orientation. This orientation will lead to motivation in a student. This orientation can be related to academic or career interests (instrumental), or socially oriented or cultural (integrative). Shams (2008) examined students' behavior, motivation, and anxiety towards teaching English in Pakistan. The results of his research showed that most students who have motivation are both instrumental and integrative.

METHOD

The method used in this study was survey. The respondents of this study were Borneo Tarakan University students who had taken the General English subject. The sample used in this study amounted to 265 students consisting of 189 female and 76 male.

The instrument used in this study was a questionnaire adapted from the Attitude/Motivation Test Battery (AMTB). The questionnaire consisted of 30 questions consisting of integrative orientation (7 questions), instrumental orientation (7 questions), attitudes towards the instructor (6 questions), and attitudes towards the course (10 questions). However, in this

writing the analysis was focused on the questions of integrative orientation and instrumental orientation.

Respondents filled out the questionnaire guided by data collection officers. To avoid factors that could affect the validity and reliability of data, respondents were asked to read and understand all the instructions and statements written in the questionnaire during the data collection process. Before the analysis process was carried out, the verification process for the questionnaire was done first. The purpose of this verification process was to see whether the respondent had completed all the information needed for data processing. After going through the verification process, out of 300 questionnaires collected, only 265 were complete and used for the data analysis process. The collected data was analyzed using statistical procedures with the help of the SPSS program (Statistical Package for Social Science) version 16.0.

RESULTS

Motivation Level by Gender

The number of female students was higher than the number of male students which was 71.3% compared to 28.7%. For both types of motivation female students got a higher average score than male students which was 4.0 compared to 3.7 for integrative motivation and 4.1 compared to 3.8 for instrumental motivation.

To see whether there were differences in the level of motivation between male and female students, a t-test analysis was used. Calculation of t-test analysis was done computationally using SPSS version 16.0. The average value of each variable (integrative motivation and instrumental motivation) was used as the basis for calculation. The average value and standard deviation for each variable can be seen in Table 1.

The first step was to see the results of the calculation whether the assumption of the use of this t-test was fulfilled. To find out whether the assumption of using a t-test was fulfilled or not, Levene's Test for Equality of Variances was used. The indicator that could be used was to look at the significance of Levene's Test for Equality of Variances for each variable. In this study, the assumption would be fulfilled if the significance value was greater than or equal to the value of the 95% confidence level ($\alpha = 0.05$). The significance value of each variable can be seen in Table 2. The results of Levene's Test for Equality of Variances indicated that the significance values for all variables were greater than 0.05, which meant that the assumption of using the t-test was fulfilled.

Table 1. Results of Descriptive Analysis Based on Gender

	Gender	n	Mean	Std. Deviation
Integrative Motivation	Male	76	3.74	.76
	Female	189	4.00	.73
Instrumental Motivation	Male	76	3.81	.84
	Female	189	4.10	.89

The next step was to see the results of the t-test calculation to find out whether there were significant differences in the level of motivation between male and female students. The significance value of t-test calculation for each variable can be seen in Table 2. In this study, a 95% confidence level ($\alpha = 0.05$) was used to test whether the null hypothesis (H_0) was accepted or vice versa. If the significance value of a variable is equal to or greater than 0.05, the null hypothesis of the variable will be accepted. Conversely, if the significance value of a variable is smaller than 0.05 then the null hypothesis of the variable will be rejected or the alternative hypothesis (H_1) will be accepted. The null hypothesis (H_0) and alternative hypothesis (H_1) for each variable were formulated as follows:

H_0 : There is no significant difference in the mean score of integrative motivation in learning English between male and female students of Borneo Tarakan University.

H_1 : There is a significant difference in the mean score of integrative motivation in learning English between male and female students of Borneo Tarakan University.

H_0 : There is no significant difference in the mean score of instrumental motivation in learning English between male and female students of the Borneo Tarakan University.

H_1 : There is a significant difference in the mean score of instrumental motivation in learning English between male and female students of Borneo Tarakan University.

From Table 2 it can be seen the significance values in the t-test for each variable. The significance values for integrative motivation variable (0.01) and instrumental motivation (0.02) were smaller than the 95% confidence level ($\alpha = 0.05$). These values gave meaning to the null hypothesis for each related variable not accepted. In other words, there were significant differences between male and female students of the University of Borneo Tarakan in the mean scores of integrative motivation and instrumental motivation.

Table 2. Results of t-Test Based on Gender

		Levene's Test for Equality of Variances		t-Test		
		F	Sig.	t	db	Sig. (2-tailed)
Integrative Motivation	(Variants assumed to be the same)	3.343	.069	-2.579	263	.010
Instrumental Motivation	(Variants assumed to be the same)	.048	.826	-2.373	263	.018

Motivation Level by English Achievement

As reported in Table 3, based on the English achievement, students with grade B were the highest number reaching 44.2%, followed by A (31.3%) and C (24.5%). No student got a D or E. For integrative motivation, the highest mean score was achieved by the group of students

with B (4.0), followed by students with A (3.9) and students with C (3.8). While for the instrumental motivation, the group of students with A obtained the highest average score (4.2) followed by students with B (4.0) and students with C (3.9).

Table 3. Results of Descriptive Analysis Based on English subject achievement

	Grades	n	Mean	Std. Deviation	Min	Max
Integrative Motivation	C	65	3.80	.68	2.14	5.00
	B	117	4.02	.71	1.71	5.00
	A	83	3.90	.83	1.00	5.00
	Total	265	3.93	.74	1.00	5.00
Instrumental Motivation	C	65	3.90	.78	1.57	5.00
	B	117	3.97	.91	1.00	5.00
	A	83	4.17	.91	1.00	5.00
	Total	265	4.02	.89	1.00	5.00

To examine whether there were differences in the level of motivation among students based on the English achievement, the ANOVA (Analysis of Variance) technique was used. This was because the English achievement variable was categorized into more than two grades, namely A, B, C, D and E. The calculation of ANOVA was done computationally using SPSS devices. The mean score of each variable (integrative motivation and instrumental motivation) was used as the basis for the calculation.

The first step in the analysis was to see the results of the calculation whether the assumption of using ANOVA was fulfilled. One indicator to find out whether the assumption of using ANOVA was fulfilled or not was to look at the significance value of Levene's Test for Homogeneity of Variances for each variable. In this study, the assumption would be fulfilled if the significance value was greater than or equal to the value of the 95% confidence level ($\alpha = 0.05$). The significance value of each variable can be seen in Table 4. The results of Levene's Test for Homogeneity of Variances indicated that the significance values for all variables were greater than 0.05, which meant that the assumption of using ANOVA was fulfilled.

Table 4. Results of the Test of Homogeneity of Variances

	Levene Statistics	df1	df2	Sig.
Integrative Motivation	.170	2	262	.844
Instrumental Motivation	.202	2	262	.817

The next step was to see the results of the ANOVA calculation to find out whether there were significant differences in the level of motivation among students based on the English subject

achievement. The significance value of the ANOVA calculation for each variable can be seen in Table 5. The 95% confidence level ($\alpha = 0.05$) was used in this study to determine whether the null hypothesis (H_0) was accepted or vice versa. If the significance value of the variable is equal to or greater than 0.05, the null hypothesis of the variable will be accepted. Conversely, if the significance value of a variable is smaller than 0.05 then the null hypothesis of the variable will be rejected or the alternative hypothesis (H_1) will be accepted. The null hypothesis (H_0) and alternative hypothesis (H_1) for each variable were formulated as follows:

H_0 : There is no significant difference in the mean score of integrative motivation in learning English among students of Borneo Tarakan University based on the English achievement.

H_1 : There is a significant difference in the mean score of integrative motivation in learning English among students of Borneo Tarakan University based on the English achievement.

H_0 : There is no significant difference in the mean score of instrumental motivation in learning English among students of Borneo Tarakan University based on the English achievement.

H_1 : There is a significant difference in the mean score of instrumental motivation in learning English among students of Borneo Tarakan University based on the English achievement.

Table 5. Results of ANOVA Based on the English Subject Achievement

		Number of Squares	df	Average Number of Squares	F	Sig.
Integrative Motivation	Among Groups	2.10	2.00	1.05	1.92	.15
	In Group	143.62	0.03	.54		
	Total	145.72	0.03			
Instrumental Motivation	Among Groups	3.11	2.00	1.56	2.00	.14
	In Group	203.70	0.03	.78		
	Total	206.81	0.03			

From Table 5, it can be seen the significance value of the calculation of ANOVA for each variable. The significance value for integrative motivation variable (0.15) and instrumental motivation (0.14) were greater than 0.05, which meant the null hypotheses for both of these variables were accepted. In other words there was no significant difference in the mean score of integrative motivation and instrumental motivation in learning English among students of Borneo Tarakan University based on the group score of English achievement.

DISCUSSION

The results of the study showed that in general students at the University of Borneo Tarakan had high motivation in learning English as a foreign language. They viewed learning English as important both for integrative and instrumental oriented purposes. Students with integrative motivation had certain desires and reasons to learn English, among others, making them more educated, better understanding and appreciating the way of life of people who speak English, being more respected by others, can be fluent in English, respecting English arts and literature, having many native English friends, and studying other cultures to better understand the world.

Meanwhile, students with instrumental motivation had more practical reasons in learning English. Some practical reasons include career, being able to read English-language newspapers and magazines, getting a good job, earning an A in English, using that ability to travel abroad, feeling calm and sure if to order food in English, or feeling quite relaxed if to explain the direction in English.

With a high level of integrative and instrumental motivation in learning English, students at Borneo Tarakan University should be able to achieve English skills that are better than what they are getting now. In learning English, the level of motivation that students have will change. Students will tend to be motivated if English learning material is learned in accordance with the objectives to be achieved and they have a positive attitude towards English and its speakers. The level of motivation will tend to be stronger when students have more specific goals in learning English. It will be very helpful if the teachers work together with students to develop more specific English learning goals. Many motivated students initially learn English for practical reasons then after learning a few semesters lose motivation and are only worried about their grades.

The difference in the level of motivation among students should have become a special concern of Borneo Tarakan University. The higher level of motivation of female students compared to male students should receive an immediate response from the department. The use of material that does not cause bias from a gender perspective must also be of particular concern to the instructors and material designers.

The results of the study also found that the higher the achievement of the English subject the higher the level of motivation in learning English. This is an indication of the correlation between the level of achievement and the level of motivation. Students who have higher English achievement are more motivated in learning the language or those who have a higher level of motivation will be more successful in learning. The relationship between the variables of motivation and achievement in the process of learning English as a foreign language for students at Borneo Tarakan University in particular still needs to be studied further. The study of the relationship and/or influence between the level of motivation and the level of success in learning English needs to be done by involving factors in choosing a study program or learning strategy. Although there have been several studies on this, but those related specifically to students at Borneo Tarakan University are still very limited.

CONCLUSION

Students at Borneo Tarakan University have a high level of motivation in learning English, both integrally and instrumentally. Based on gender, female students at Borneo Tarakan University scored higher on average than male students for both integrative and instrumental motivation. There were significant differences between male and female students for the average scores of integrative and instrumental motivation. Based on the English achievement, the highest average score of integrative motivation was achieved by a group of students with B, followed by students with A and C. While for instrumental motivation, a group of students with A obtained the highest average score, followed by students with B and C. There is no significant difference in the mean score of integrative motivation and instrumental motivation in learning English among students at Borneo Tarakan University based on the English subject achievement.

REFERENCES

- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York. Longman.
- Brown, H.D. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa*. Edisi Kelima. Pearson Education.
- Dornyei, Z. 2001. *Teaching and Researching Motivation*. England. Longman.
- Gardner, R. C. (1960). *Motivational variables in second-language acquisition*. PhD Thesis: McGill University.
- Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in secondary language learning*. Rowley, M. A: Newbury House.
- Gardner, R. C. (1985). *The Attitude Motivation Test Battery: Technical Report 1*. University of Western Ontario: London.
- Lehmann, C. (2006). *Motivation in language: Attempt at systematization*. Retrieved from <http://www.uni-erfurt.de/sprachwissenschaft/personal/lehmann/CLPubl/>
- Marlina, Lenny. (2007). *Motivation and Language Learning: A Case of EFL Students*. Jurnal KOLITA. Unika Atma Jaya.
- Ramirez, A. G. (1995). *Creating contexts for second language acquisition: Theory and methods*. USA: Longman Publishers.
- Schmidt, R., Borai, D. & Kassabgy, O. (1996). *Foreign language motivation: Internal structure and external connections*. In Oxford, R. (Eds). *Language learning motivation: Pathways to new century*. Vol. 11, 9-70.

Shams, Meenaz. (2008). Students' Attitudes, Motivation and Anxiety towards English Language Learning. *Journal of Research and Reflections in Education*. 2 (2), 121 -144

Tileston, D.W. (2004). *What Every Teacher Should Know about Student Motivation*. California:Corwin.