

Student's Motivation in Learning English at SMP Plus Amanah Islamic Boarding School Tasikmalaya

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Abstract

This research aims to investigate motivation and dominant motivation which students have at bilingual education system at SMP Plus Amanah Islamic Boarding School Tasikmalaya. This research employed a qualitative research design in the form of constructivist grounded theory. A modified questionnaire which was adopted from Gardner's Attitude/Motivation Test Battery (AMTB) and structured interview questions were conducted. The results showed that the students have integrative and instrumental motivation but they tend to be slightly more instrumentally motivated. The highest indicator items showed that students think that learning English can make them be a more knowledgeable person. Further, the student's reason related to their motivation in learning English come up from the interview. It encompassed both integrative and instrumental motivation. For the reasons related to instrumental motivation, students learn English to get profitable career, to go traveling, to study or work abroad, to pass the test (school/job requirement), to participate in English competition, to understand English music, and to get high social status. Whilst for integrative motivation, they learn English to communicate with varied people from other countries, and they are interested in learning the language as well as the culture as their insight.

Keywords: integrative motivation, instrumental motivation, bilingual education system, learning English

INTRODUCTION

Learning a second language is learning a foreign language as well as the culture to be able to interact with second language community. As stated by Brown (2000, p.1), learning second language is as an intricate effort to reach the understanding of a new language even its culture, and new experiences in new feelings. In learning second language, people may encounter ups and downs of the process because people learn a language which is owned by foreign country that has different language

structure, language use, and the cultural behavior. It can be concluded that individuals' firm motivation is needed to achieve second language understanding.

Motivation is psychological condition that drives someone to put out the effort in achieving particular goal. It builds up interest, curiosity, and good behavior towards something. Gardner (1985, p.54) points out, motivation is the composite of means as well as the eagerness in language learning attainment and positive attitude towards learning the language. In addition, Oxford and Shearin (1944,

as cited in Alizadeh, 2016, p.12) goes further that motivation is as an eagerness to obtain the goal followed by the effortful. In the other words, motivation holds a crucial role to determine students desire to learn the language.

Khodasenas, et al. (2013) carry out the study of role of motivation. They found that motivation takes important effect in the entire facets of language learning which can evolve students' language skill, then determines how the teacher should cover the learning strategies and material. In English language learning, motivation is necessary because it boosts students' initiative to learn the language. If individual is motivated, he or she will pull out strong efforts to reach the goal (Gardner, 1985, p.). Afterwards, motivation can gain the learning interest towards the language then determines the intension of students' active immersion in learning the language. Moreover, a pleasant atmosphere will appear if students are motivated. Hence, students' motivation is pivotal aspect which needs to observe in the learning English language process.

Every student definitely has their own orientation to learn English language. Some students perceive that

learning English will help them to get a profitable career, high social status, then a requirement for going abroad (instrumental motivation). While others want to be like a native speaker of second language in order to be able to communicate with second language community (integrative motivation). In accordance with the explanation of Gardner (1985, p.51), motivation is classified into two types, which are instrumental and integrative motivation. Instrumental motivation is set of reasons that indicate students to learn second language in order to be part of second language community. Whereas, integrative motivation associates as learning second language intends to acquire economical and practical benefit. Thus, each student has the different tendency for the reason of learning English. Such kind of things will probably give some impacts in the learning.

Based on the above explanation, students also should know that English plays substantial influence, especially in Indonesia. According to Cultural Organization (UNESCO, 2003) as cited in Wati (2018), English is as lingua franca which is used routinely by people whose mother tongue are different, it is used to facilitate the communication between them. English

is learned in both formal and non formal education, for instance, it becomes one of compulsory subject which is taught and learned in the all levels of education. Another point to consider is English has been getting considered very important compared to other subjects in Indonesian education system Wati (2018, p.10). Hence, most of Indonesians use English as their foreign language which has been a part of pivotal thing to be learned and taught.

In this study, researcher conducted a research of students' motivation in learning English at bilingual education system in SMP Plus Amanah Islamic boarding School Tasikmalaya. The topic was chosen because the researcher believes that learning the language begins with exploring the students' psychological facet which can encourage students to carry through the excitement of learning English language. Tasikmalaya was a city which the researcher does the research. It was due to Tasikmalaya is as known as the city of santri. Islamic students who stay and study in boarding school is usually called santri. They learn foreign languages more, particularly English. They use English as compulsive language to be used as their

communication. Hereafter, SMP Plus Amanah Islamic boarding school Tasikmalaya is well known as bilingual school which has good qualification. Besides English is compulsory subject, the school facilitates students to develop another English skill by taking grammar dictation, speaking, speech, telling story, etc. Thereupon, the researcher chooses SMP Plus Amanah Islamic boarding schools students as the subject of study because they are considered of the bilingual group students who the majority of them speak English in their daily lives. In conclusion, this research was conducted to investigate students' motivation which measure two types of motivation, which are instrumental and integrative motivation. The questionnaire is used to measures the motivation of students.

Motivation in language learning

The term motivation has been a familiar word in everyday living among people around the world. Likewise, many researchers come out differently of their own definition of motivation. According to Gardner (1985, p.54) motivation relates to someone's behavior towards learning language, the willingness to learn the language and the degree of effort in achieving particular goal. Again,

“Motivation is a process that cannot be observed directly, but can be inferred from behaviors, such as effort, persistence and verbalization” (Hong and Ganapathy, 2017, p.19). Accordingly, motivation is described as human’s psychology which influence the degree of effort and eagerness to reach certain goal.

Integrative Motivation

According to Gardner (1985, p.54) integrative motivation is an eager to learn the language in order to understand the language, be able to communicate with foreigners, and engage in a second language group. The next definition is stated by Al-Ta’ani (2018, p.91) “Integrative motivation is learner’s desire to learn a language so that they can communicate with confidence with a speaking community”. In sum, integrative motivation is pointed to the students’ interest of the language because they want to master the language along with the culture as their insight.

Instrumental Motivation

Instrumental motivation is students’ interest to learn English regarding to the attainment of practical and economical benefit (Gardner, 1985, p.52). Wang (2016, p.140) defined instrumental motivation as the effort to learn the language due to

getting well-paid job, traveling abroad, having high social status, reading materials for schools/institutions compulsion. Therefore, instrumental motivation is the eagerness to get welfare life and consolation as the benefits in learning English.

There are a number of studies that have been conducted on students’ motivation in learning English. In the following, researcher compiles some related studies.

Firstly, Al-Ta’ani, et al. (2018) examined the integrative and instrumental motivation of the Emirati EFL (English as a Foreign Language) at Al-Jazeera University, Dubai, UAE. Numbers of students who took a part as participants of the study were 50 students, which 36 students were males and 14 students were females. All participants were asked to answer 20 items of question of the questionnaire which was adopted from Gardner’s (1985) Attitude Motivation Test Battery (AMTB) with integrative and instrumental scale. The findings showed that the students tended to have both integrative and instrumental motivation, but instrumental motivation got higher score than integrative one.

Another research by Hanyeq, et al. (2018) was conducted to investigate

students' integrative and instrumental motivation at Mulawarman University. Researcher chose the all five conversation class students as the participants of the study. The data was collected by answering questionnaire and interview. The eight items of questionnaire was adopted from Gardner's (1985) Attitude Motivation Test Battery (AMTB) to define types of motivations that students have in learning English. After answering the questionnaire, students were interviewed to get deep information about the reasons of students in learning English. Researcher found the findings that students indicated to have those two types of motivation (integrative and instrumental). The further result from the interview, the students' reason related to integrative motivation were they like the language, they would like to be part of foreign language speaker community in order to be able to talk with. Another reason of integrative motivation was they like speaking in English and wanted to enrich their knowledge about English culture. While the reason related to instrumental motivation were students believe that learning English can bring them to profitable job in the future, then as a way to work or study abroad, and pass the English test (school

test/TOEFL/IELTS test) as well as read the materials for school assignments or competition.

Rahman, et al. (2016) did a study regarding language learning motivation among Khulna university students in Bangladesh. 230 students were selected to do the structured schedule interview in order to investigate the level and the types of motivation which students have. The findings indicated that students have various level of motivation and most of them tend to have higher integrative motivation.

Kitjaroonchai, N.(2012) also conducted a survey study to 266 secondary and high school students at Education Service Area Office 4, Saburi Province in Thailand by using Gardner's (1985) Attitude Motivation Test Battery (AMTB). The results showed that students were highly integrative and instrumental motivated, even though the instrumental motivation value was higher.

RESEARCH METHODOLOGY

Research design

This study employed qualitative research in the form of constructivist grounded theory research. It concerns on individual's feeling toward phenomena.

Research participants

The participants of the study were the students of SMP Plus Amanah Islamic boarding school Tasikmalaya in academic year 2019. There were 359 students consist of 170 students in the first grade, 122 students in the second grade, and in the third grade are 67 students. The amount of participants of the study were 60 students which were 20 students for each grade. Therefore, the participants were selected by purposeful sampling randomly.

Research instrument

The data was collected by using multiple sources of information which are questionnaire and interview. The first instrument was questionnaire of Motivation Test Battery adopted by Gardner (1985). The form of questionnaire was open-ended questions, it includes eight questions followed by the likert scales option 1-5 from 1=strongly disagree until 5=strongly agree as measurement points of the questionnaire. Moreover, the question items in questionnaire were written in English and Indonesia in order to avoid misunderstanding when answering the questions. The second, researcher carried out structured interview which was open-ended question, it consists of four questions to obtain extent of information supporting the closed-

ended questionnaire. The process of collecting interview data was conducted when the students had finished answering the questionnaire.

Validity of instrument

The validity of instrument used a content validity. The instruments were validated by to Setyo Wati, M.Pd as the lecturer of English Education Department of Perjuangan University who concerns on applied linguistics.

Validity of data

The data was validated by using member checking. It refers to the process of checking the findings to the participants. Hence, the validation process was taken after collecting the data was completed and the findings had found.

Data Analysis

The questionnaire analysis concerned on statistics descriptive using SPSS version 16. In the SPSS 16 software researcher takes on the means to examine the highest and lowest scores between integrative and instrumental motivation.

The interview recording was analyzed by converting audio into text to know students' response related to their motivation in learning English. Researcher manually transcribed the data without using any software

because it got the researcher deep analyzing of the finding.

FINDINGS AND DISCUSSION

This research finding gives the information which was obtained from the results of the data of the questionnaire and interview.

The participants of the study were the students of SMP Plus Amanah Islamic boarding school Tasikmalaya, West Java province, Indonesia. The school has bilingual education system which requires students to use English as their conversation, so that the students have been familiar with English. The numbers of participants were 60 students, gathered from different study years (the first until the third grade).

The study was employed to investigate the students' motivation in learning English. The main focus of the study were on the two types of motivation include integrative motivation and instrumental

motivation. Further, the other investigation was whether the students mainly integratively motivated or instrumentally motivated towards learning English. The questionnaire and interview were conducted in this study. The questionnaire was used to address both research questions, whilst the interview was used to build up more information which supports the questionnaire result.

Types of Motivation in Learning English

Based on the data obtained from the questionnaire, the students' of Bilingual Education System at SMP Plus Amanah Islamic boarding school Tasikmalaya indicated to have high integrative and instrumental motivation towards learning English. The scores are considered high according to the rating of motivational level in the table 1 below.

. Table 1. Motivational Level Scores based on journal of Al-Ta'ani (2018)

Scale	Mean range	Motivational Level	Score range
5	Strongly agree	Highest	4.50 - 5.00
4	Agree	High	3.50 – 4.49
3	Moderate	Moderate	2.50 – 3.49
2	Disagree	Low	1.50 – 2.49
1	Strongly	Lowest	1.00 – 1.49

The table of motivational level scores was taken from the journal research of Al-Ta'ani, the assistant professor of Emirates Canadian University College in Umm-Al-Quwain, United Arab Emirates. His journal research concerns on investigating the Emirati EFL (English as a Foreign Language) learners' integrative and instrumental learning

motivation at Al-Jazeera University, Dubai, UAE. As illustrated in the table, motivational level defined the criteria of the highest until the lowest scores with the classification of score range of the mean scores.

The table 2 below was the result of the overall mean scores of each motivation types.

Table 2. The overall mean scores for integrative and instrumental motivation

Motivation	Mean score	Motivational Level
Integrative	4.10	High
Instrumental	4.22	High

The other findings came up with the result that the students' instrumental motivation outperformed. As illustrated in table 3 below, the eight items of questionnaire which contains two different types of

motivation (Integrative and instrumental). The first until the fourth list of questions include integrative motivation aspects, whereas the rest of lists take instrumental motivation aspect.

Table 3. The mean scores of questionnaire items

	Descriptive Statistics	
	N	Mean score
1. Studying English can be important to me because it will allow me to be more at ease with other people who speak English.	60	4.32
2. Studying English can be important for me because it will allow me to meet and converse with more and varied people.	60	4.28
3. Studying English can be important for me because it will enable me to understand better and appreciate English art and literature.	60	3.95
4. Studying English can be essential for me because I will be able to participate more freely in the activities of other cultural groups.	60	3.87
5. Studying English can be important for me because I'll need it for my future career	60	4.35
6. Studying English can be important for me because it will make me a more knowledgeable person.	60	4.38
7. Studying English can be important for me because I think it will someday be useful in getting a good job.	60	4.22
8. Studying English can be essential for me to because other people will respect me more if I have knowledge of a foreign language.	60	3.93
Valid N (listwise)	60	4.16

As shown in questions number 5 and 6, the mean score of question number 5 is 4.35 and for question 6 is 4.38 (for example: Studying English can be important for me because I'll need it for my future career and Studying English can be important for me because it will make me a more knowledgeable person), both scores were defined as the highest mean scores which classified as instrumental motivation items. The lowest mean score exists in question number 4 with the mean score 3.87 which categorized as integrative motivation item (for example: Studying English can be essential for me because I will be able to participate more freely in the activities of other cultural groups).

Based on the result of interview, the students' motivation to learn

English are related to the types of motivation which they showed in questionnaire result. Although the students tended to be more instrumentally motivated, the students also had integrative motivation.

For instrumental motivation, the students said that they want study and work abroad. In SMP Plus Amanah Islamic boarding school, their teachers always tell that learning English will help them to go abroad. Besides, their parents always say the same thing so that students thought that if they have knowledge of English, it will bring them to go abroad.

Furthermore, when being asked related to what will they do if they have knowledge of English and have a chance to go abroad. Most of them revealed that they want to go traveling.

Importantly, to clarify the first highest mean scores of questionnaire in question number 6 which the indicator of item is Learning English can make students be a more knowledgeable person, the students agreed with that statement. They revealed that if they have English ability, it will ease them to pass the examination and to participate in English competition.

Also, they showed that learning English will help them to get a good career in the future. As it is seen in the questionnaire result, the second highest mean scores go with the question number 5 (for example: Studying English can be important for me because I'll need it for my future career). Some students told that they want to be language ambassador, astronaut, and doctor.

Another point to consider is the existence of varied arts in this world such as movie and music from many countries in which Hollywood movies and English music become popular among Indonesians today, hence students stated that they want to learn English in order to help them watching movie without using Indonesian subtitle as well as listening to the music. While in term of integrative motivation, it is related to native

speakers as the target language community. All students equally stated that they learn English in order to be able to make friends, converse, and communicate with people who speak English. Similarly, the students defined that SMP Plus Amanah Islamic boarding school commands them to use English as their conversation.

Moreover, the interviews provided the other common answers for integrative motivation were they are interested in the English music, learning more the language as well as the culture as their insight

The discussion covers the information based on the research findings of the mainly types of motivation which students have in learning English at Bilingual Education System in SMP Plus Amanah Islamic boarding school Tasikmalaya. In this section, researcher attempted to describe the research findings which were connected with the previous studies' findings.

The students indicated to have high integrative and instrumental motivation. It addressed the first research question related to types of students' motivation in learning at Bilingual Education System in

Amanah Islamic Boarding school Tasikmalaya. In the question number 6 and 5 with the mean score 4.38 and 4.35 which was categorized as instrumental motivation came up with the first two highest positions of the scores. Even though such scores are slight different with the integrative motivation items which were in the question 1 and 2 with the mean score 4.32 and 4.35. Furthermore, all the values obtained was classified into high level of motivation.

As we can see in the interview results below when the ST01 was asked about the important reasons in learning English.

RR : There are many reasons which encourage people to learn English. What is your most important reason to learn English?

ST01 : I like English so much, so that I can go abroad to go traveling, make friends and communicate with varied people from another countries

From the brief interview above, the student answered the question related to the reasons of students in learning English, ST01 gave the opinions that learning English is important to help the ST01 to go abroad for traveling, then make friends and communicate with varied people from another countries. Such reasons of the ST01 contain the two types of motivation (integrative and instrumental). For the instrumental reasons appeared in the utterances “I like English so much, so that I can go abroad to go traveling”. While, the integrative aspects were in the utterances “...make friends and communicate with varied people from another countries”. Accordingly, it can be inferred that students have high integrative and instrumental motivation.

The other findings revealed that the instrumental motivation came out to be higher than instrumental motivation in learning English.

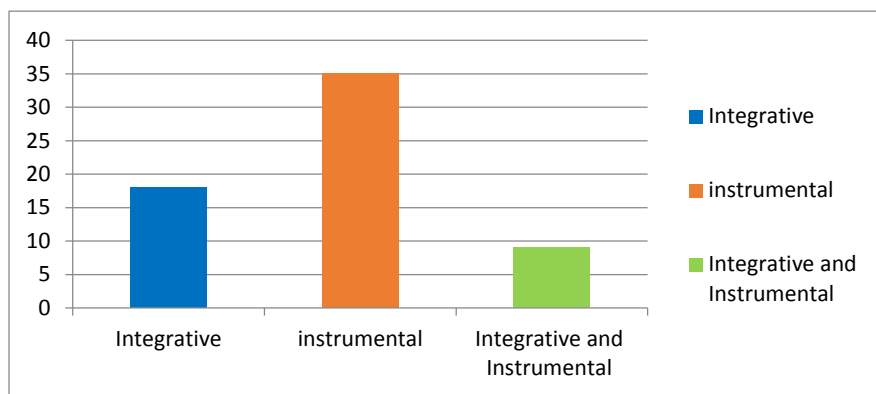


Figure 1. Diagram of the amount of students which take into the integrative, instrumental and both of integrative and instrumental

Hereby, Gardner (1985, p.52) asserts that instrumental motivation identifies as students' interest to learn English regarding to the attainment of practical and economical benefit. It is in line with the results of this research that the students instrumentally motivated learning English. Based on the interview result, the students answered that learning English will help them to get a good future career, as they mentioned some of their jobs to be in the future include language ambassador, doctor, and astronaut. Accordingly, such jobs require them to have English skill. Here some brief interviews below.

Importantly, the findings of this present research have the differences with the previous study was conducted by Rahman, et al.(2016). The study was conducted in Khulna University in Bangladesh. The Khulna University is

center of the excellent of higher education in Bangladesh which all the academic activities are covered exclusively using English. It's due to in Bangladesh English is as a second language. The study investigated the types of motivation which students' of Khulna University have towards learning English. He study classified some indicators for integrative and instrumental motivation. The findings of his research indicated that students have various level of motivation and most of them tend to have higher integrative.

The integrative instrumental was indicated from some indicators which were most of students chose Agree for such indicators. The following indicators were Interest in English language, speaking English as a hobby, comprehension of English materials by studying English, understanding the

culture of native English speakers, Expectation of native-like fluency, urge for participation in different cultural groups, Acquiring native English expression, understanding English arts & literature, Being open-minded by studying English, and determination of achieving the highest proficiency.

In contrast, the present study has different level of students with the previous study. The present study examined Junior high school school students of SMP Plus Amanah Islamic boarding school Tasikmalaya, West Java province, Indonesia. Again, in this present study, the highest indicators were founded in the instrumental motivation, they were learning English can help students fulfill career requirement in the future, and learning English can make students be a more knowledgeable person. For such indicators, most of students chose strongly agree. As shown in table 8 above.

From the explanation above, the findings showed that the students have high integrative and instrumental motivation, but most of students instrumentally motivated. The students' reasons related to instrumental aspects were to get

practical and economical advantages such as getting a good future career and get high social status. Moreover, this findings were different with the previous study which is placed in Khulna University which has high educational level of a higher education in Bangladesh.

To conclude this, the results of the study related to the mainly types of motivation which student have in learning English at Bilingual Education System in SMP Amanah Islamic boarding school Tasikmalaya could not be generalized, due to the different abilities of the participants, the different environment of the participants, the different time of conducting the research, and the different school system will may have dissimilar result of the other studies.

CONCLUSION

In conclusion, from the data analysis and the findings as well as the discussions of previous chapters, the final results showed that the students have indicated to hold high integrative and instrumental motivation in learning English but the instrumental motivation was slightly higher than integrative motivation.

For the instrumental motivation, students' desire to learn English in

order to get good future career, to go traveling, to study or work abroad, to pass the test (school/job requirement), to participated in English competition, to understand English music, and to get high social status.

For integrative motivation, students learn English in order to be able to communicate with foreign language speakers, then they are interested in learning the language as well as the culture as their insight.

Moreover, both integrative motivation and instrumental motivation have positive impacts towards learning English. As stated by Dornyei (2001, as cited in Hong and Ganapathy, 2017, p.21), integrative and instrumental motivation are not be at across purposes, but both of them attach and put up someone to achieve positive motivation towards learning English.

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