

## **INTEGRATIVE MOTIVATION OF STUDENTS IN LEARNING ENGLISH: CASE STUDY ON RUMAH BAMBU PINTAR IN PINRANG**

Nirwana<sup>1</sup>, Nurhamdah<sup>2</sup>, Mujahidah<sup>3</sup>  
State Islamic Institute Parepare<sup>123</sup>  
wananir93@gmail.com<sup>1</sup>

### **Abstract**

This study aims to see the students' integrative motivation at Rumah Bambu Pintar in Pinrang, the objective of this study is to get the empirical data of the integrative motivation of the students in learning English. The method used in this study is a qualitative method using observation, interview, and documentation. It aimed to know the students' integrative motivation in learning English. Based on the result, it can be concluded that many students want to speak with native speaker and improve their skill in English, there were one student only want to speak with native speaker, and there were six students want to improve their skill in English such as; writing, listening, speaking, and reading. Many students want to improve their skill in speaking. The students learnt English because they want to know the adaption of word sounds, pronunciations, word orders, and another behavioral in English.

**Keywords:** *Learning English, Integrative Motivation, Rumah Bambu Pintar*

### **Introduction**

There are many languages in the world. We use English as international language to communicate between people all over the world. In Indonesia, English is taught from elementary school up to high education. Non native speaker students have difficulties in learning English, because English is foreign language in Indonesia. Learning and teaching foreign language have one factor that influences the success and failure that is motivation. Motivation is crucial matter must be had by students thus to study foreign language, especially for Indonesian students.

Language acquisition has justifiably been claimed to be the most complex learning task a human being has to face. It is not to be expected that a single, self-contained psychological mechanism could account for it. Rather, learning a language is to be conceived as a process in which all of the cognitive resources of the organism are utilized to the fullest extent.

There are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation as well as ability can play an important role in

learning a second language. And there are many things that can affect this motivation. There are in essence two types of motivation that should be considered when referring to second language acquisition, they are integrative and instrumental motivation.

Motivation is the key to the success of English language learning. Motivation is a booster that change energy in everyone through real activity to realize the specific aim. The result of researched by Tahir Jahan Khan in Exploration of Instrumental and Integrative motivation for Reading English as a Second Language among Second Year Pre-University Students of Government MAO College, Lahore Pakistan showed that The result of the study both instrumentally and synthetically motivated towards reading English as a second language. The study suggests that Pakistani students read ESL for utilitarian goals that are related to self-advancement, either immediate in nature, or for the longer term. Although integrative motivation is also high, especially with regards to the esteem for English literature and interest in reading for its own sake and for future travel, instrumental motivation is slightly stronger than integrative motivation. The fact that instrumental motivation is high is consistent with past studies on extrinsic motivation to read in English among tertiary students of ESL/EFL outside the native speaker context. Motivation plays a role in various ways in the process of learning a second language. Students bring their preexisting motivational patterns to the classroom, but they are not beyond change teachers who possess an understanding of some of the dynamics that affects students' motivation to learn are able to act as active socialization agents capable of stimulating the general development of student motivation to learn and its activation in particular situations.

Motivation is a process that explains intensity, direction, and perseverance of an individual to achieve the goals. According to Gardner, there are two types of motivation, they are instrumental and integrative motivation. Instrumental motivation refers to a practical or pragmatic reason for language study. Instrumental motivations of language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical school.

Integrativeness is an attraction to learn language in order to come closer to the other language community. Integrative motivation is identified with positive attitudes toward the target language group and the potential for integrating into that group, or at least an interest in meeting and interacting with members of the target language group.

When the students have integrative orientation or goal to learn the language and other

science, they will do effort and a considered attraction and gladness in the learning process. Nevertheless, to achieve the achievements is not easy, because of the students have different background. There are from elementary school, junior high school, and senior high school. The students do not have credibility to practice their English in conversation and communication.

The study focused on the integrative motivation because of one of the factors that make a success in target language learning is motivation. On the other hand, integrative motivation describes students who wish to integrate themselves into the culture of the second language and become involve in social interchange in the target language.

In Wiringtasi village of Pinrang, there are many children came in Rumah Bambu Pintar every saturday and sunday to study, they are enthusiastic to save the study of English, and the wished of the students to understand foreign language.

**Method**

The study used the descriptive qualitative method. The interview to get result in qualitative data. This aimed to describe the students' integrative motivation in learning English at Rumah Bambu Pintar in Pinrang.

Population was students of Rumah Bambu Pintar. It divided into two levels, they were English for children and English for teenager. English for children divided 4 classes, each class consisted of 4, 6, and 8 students and English for teenager divided 6 classes, each class consisted of 4 and 6 students. The total of population was 50 students.

Table 1. List of The Students

No	Class	Male	Female	Total	Level
1	Bill Gates	0	4	4	Children
2	Isaac Newton	0	4	4	Children
3	Einstein	2	4	6	Children
4	Leonardo Da Vinci	4	4	8	Children
5	Oxford	0	6	6	Teenager
6	Leeds	0	4	4	Teenager
7	Yale	0	4	4	Teenager
8	Caltech	0	4	4	Teenager
9	Cambridge	0	6	6	Teenager
10	Queensland	0	4	4	Teenager
Total				50	

Purposive sampling applied as the sample of population. There are 50 students in Rumah Bambu Pintar, and 15 students became a sample. These samples are active, talkative and diligent students to come at Rumah Bambu Pintar.

Process of collecting data were observation, interview and documentation. The questionnaire of interview section contained 12 items appearing information about the students' integrative motivation in learning English. Two questions to know the students' duration study English; (1) How long do you learn English? (2) Is English your favorite subject?. Four questions to know the students' opinion about western culture; (1) What is your opinion about western culture, such as movie and song? (2) Which one make you more feel spirit to learn English, movie or song? (3) Why it make you more spirit to learn English? (4) Does listen song or watch movie motivate you to learn English?.

Furthermore, five questions to know the students' purpose, and their motivation; (1) Do you think that learning English just able to speak with native speaker only or is there skill that want you master in English? (2) How do you motivate yourself to able to speak with native speaker? (3) What do you do to master it? (4) How do you motivate yourself to master that skill? (5) How do you motivate yourself when you are learning English?.

The collecting data was passive observation. Passive observation of participants. Data are collected by three ways i.e. observation, interview, and documentation.

1. The first step, observation for 3 meetings.
2. The second step, interview with the teachers, and students to get result about for 4 meetings.

In this study, data analysis model presented by Miles and Huberman, i.e. data reduction, data display, and conclusion drawing/verification which carried out interactively and continuously to complete until the data realize saturated are used.

#### 1. Data Reduction

Reducing data was summarizing, choosing the main things, focus on the important things, and search themes and patterns. Therefore, reducing data gave clearer representation, facilitate to do next collect data, and searching when needed.

#### 2. Data Display

After reducing the data, next step was data display. In qualitative research, data display can present in description form, draft, and relationships between categories, flowchart, and its kind. Miles and Huberman said that, the most frequent front of display data for qualitative research data in the past has been narrative text. Based on that explanation, it is described in detail how integrative motivation of students in learning English.

#### 3. Conclusion Drawing/Verification

The next step is conclusion and verifications. In this step, conclusion are written from answer of various problem. Problems in qualitative research temporary, and develop after research in the field. The conclusion in the qualitative research is new findings that never there before. The findings are still dimly lit or unclear. So that, after thorough becomes clear.

## **Results**

### **1. Profile of RumahBambuPintar**

Rumah Bambu Pintar is an innovation in Wiring Tasi Village, Pinrang Regency which is engaged in Education, Empowerment and Entrepreneurship. Rumah Bambu Pintar arose from the collaboration between the Village Head of Wiring Tasi and the Integrated Education Institution Tarbiyatul Istiqomah of the Verdant Village Division, both of which have the same goal in educating and advancing education in various villages in need. The initial funding source for activities in the Rumah Bambu Pintar is from the private fund of the Wiringtasi Village Head, Andi Dewiyanti.

Rumah Bambu Pintar was established on January 15, 2017 by bringing up the Free English Language and Computer Education Course Program. The initial number of participants at the opening of the free education program was 314 students from various villages in Pinrang. Over time, Rumah Bambu Pintar gave rise to various innovations in the field of empowerment and entrepreneurship, including the use of village potential in making handicraft products, Seafood Products, Convection Businesses, and culinary. In the future, it is hoped that the Rumah Bambu Pintar will increase its innovations into superior programs, businesses and products so that the people of the Wiringtasi village and surrounding areas are able to compete with the outside world and prosper the people's lives.

The emergence of educational programs in Rumah Bambu Pintar has brought many benefits to the community members, especially children in the Wiringtasi village and surrounding areas. Those who used to have very little knowledge about English and Computers, now have gradually gained knowledge in Rumah Bambu Pintar.

### **2. Result of Observation**

The result of the observation found that almost teacher stimulated students' integrative motivation to get to know culture and to get to know people. The teacher gave the motivation by introduce the culture of native for example teacher applied how the native way in studying English like speaking by watching video. The teacher believe that watching

western video can give stimulation for students interest on studying English. The teacher involved the students in the learning process, so the students will be shared about their knowledge, and conveyed their idea.

### **3. Result of Interview**

#### **a. To get to know culture**

There are six students want to get to know culture, they are Mitra Artina, Fuji Amalia, Quraeny Amalia, Mahyuni, Risnatia Haliza Nasya, and Indriani Maulidina. The culture in here is adoption of word sounds, pronunciations, word orders, and another behavioral and cognitive feature. In this case, the students wanted to know about the culture in the target language, specially, four skills in English, such as: speaking, writing, listening, and reading, therefore they know about the adaption of word sounds, pronunciations, word orders, and another behavioral in English. Each student has different way to improve their integrative motivation in mastering the English skill.

Movie or song made them felt more Joyful to learn English, they can see the actor was speaking English, and listening the singer. Those are enjoyable and easy way to learn about the culture of English, like pronunciation. Movie and song also can improve their skill which they wanted to master. Movie or song helped them to get new vocabulary, and making good their pronunciation, all of students said that listening song, and watching movie made them motivated to learn English. There are seven students chose movie, there are four students chose song, and there are four students chose both.

#### **b. To get to know people**

The students' integrative orientation to get to know people in learning English is meeting foreigners out about speaking English countries. There is one student only want to get to know people, she is Haslia.

#### **c. To get to know culture and to get to know people**

In this case, the students wanted to know about the culture in the target language, and speak with native speaker. There are eight students want to get to know culture and to get to know people in learning English. They are Indra Wahyu, Gina Utami, Annisa Riska Amalia, Rukmana, Sucitra, Lilis Sukasi, Friska Hamdana, and Mawaddah.

The students eager to communicate with native speaker, and there are skills wanted to improve, they are listening, writing, and reading. The second student said that he learned

English to improve his speaking skill. Moreover, he wanted to success in target language, so he can communicate with native speaker.

### **Discussion**

The result of observation showed that the teacher taught the students by using media; such as video, audio, flashcard, board game, and so on. and gave star and reward to invite the students' integrative motivation in learning English, with expectation the students will use their knowledge to communicate with other people, and know four skills in English. In learning process at Rumah Bambu Pintar have been succesfull, because the students are motivated to learn other language, and teacher fostered the students' integrative motivation in learning English.

The result of the interview showed that a student is integratively motivated when they learned a language, because they wanted to know more of the culture and values of the foreign language community, they wanted to master in listening, speaking, reading, and writing, therefore they knew about the adaption of word sounds, pronunciations, word orders, and another behavioral in English. The students believed that they will more succesfull when learning target language. They hope that they can speak with native speaker one day, so they can make contact with the speakers of the languages.

The statements above clearly showed us that the students activity in learning English have touched one of the major characteristic of the concept of integrative motivation, that is it adressess all three aspects. They are past, present, and future. The past means that the student in a language class brings with him or her a history that cannot be ignored, The present means that to the student in a language class, the situation at that time is uppermost in his or her mind. That is, the student has manyconcurrent interests and concerns over and above the classroom activity at that particular time, and The future means that the student in a language class will exist after the language course ends, and it is meaningful to consider whether she or he will use the skills that are developed in the class(Gardner, 2011: 8).

### **Conclusion**

Based on description in previous, there are two conclusions, many students are eager to speak with native speaker and improve their skill in English, there were one students only want to speak with native speaker, and there were six students want to improve their skill in English such as; writing, listening, speaking, and reading. Many students want to improve their skill in speaking. The students learnt English because they want to know the adaption of

word sounds, pronunciations, word orders, and another behavioral in English. The students of Rumah Bambu Pintar preserve their motivation by learning, practicing with their friends, hoping to master in English.

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