

## The Orientation in Learning English (A Study of the Causal Factors of Students' Integrative and Instrumental Motivation)

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### ABSTRACT

*This study aims to investigate the students' motivational orientations in learning English. The method of this research is a quantitative method and a questionnaire is used to collect the data. The result from this research indicates that there are differences in the level of motivation possessed by female and male students. Females tend to learn English with the aim of understanding English in terms of literacy and culture. Meanwhile, males learn English because they want to get good privileges such as having broad insight, getting a good job, and social status. Males have a high level of instrumental motivational orientation with a total percentage of 72.50% while females have 67.50%. Besides that females achieve a high integrative level with a percentage of 92.50% and males reached 80%. It can be concluded that males and females have different motivational orientations.*

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## 1. Introduction

The role of motivation in learning has enormous influence on success in Learning. The effect can be caused by several aspects such as intrinsic and also extrinsic motivation. In learning English especially for nonnative speakers, the thing that greatly affects students' success in learning a foreign language is also motivational orientation. When students have a great motivation they will be passionate about their studies, especially when they have a clear orientation. Therefore, they know the purpose of learning a language. The desire and purpose of learning this language can be taken as a Motivational Orientation. Brown (2000:75) stated that orientation means a context or purpose for learning and motivation refers to the intensity of one's impetus to learn.

There are two types of Motivational Orientation in second language acquisition. Gardner and Lambert (1959) Integrative Motivational orientation, when the students integrate themselves into the target language community or a group which use a second language, and Instrumental Motivational orientation can be defined as the students' desire to achieve proficiency such as to increase their knowledge or to get a better job in the future and also social status. Setiyadi and Wicaksono (2019) argued that Instrumental motivational orientation is the same as extrinsic motivation.

Several previous studies related to Motivational Orientation, Rahman (2005) & Drbesh (2015) which were focused on the attitude and motivation, and the need, attitude and also motivation. They discovered that students' motivational orientations are Instrumental motivational orientation where the students learn the second language because they realize that knowledge of English is very necessary. They want to increase their knowledge in the second language (Rahman, 2005; Drbesh, 2015; Ritonga, et al, 2020)) these research also should be focus how to improve students' integrative motivation. In contrast, Setiyadi & Wicaksono (2019) were interested in motivational orientation owned by students and whether western theory in the second language is suitable for Indonesian students. Based on their study, they found that the integrative motivation developed by the EFL became a problem in the community. This integrative motivation was not suitable for Indonesian students in this case who have international goals but they need to get used to interacting with foreigners as an international language.

Furthermore, a few studies are concerned with Gender and Motivational Orientation. Akram & Gani (2013) aim attention at Gender differences are related to their attitudes and motivations towards learning English and achievement in English. They divided their questionnaires to 240 participants included males and females from urban and rural area. The result of their research there were no statistically significant differences between male and female participants in their motivation to learn English. Although, they had informed us the result that they did not make sure whether it's integrative or instrumental motivational orientation. As a comparison between, Saranraj, Khan and Zafar (2016) research, it was the effect of Motivational factors and Gender differences in learning English as foreign language. They found that there was a strong positive correlation between the desire to learn English and attitude towards learning English and women has higher integrative and instrumental motivation than men. Therefore the researcher interested in finding out which motivational orientation that owned by the students' of Islamic high school.

## **2. Previous Studies**

The study on motivational orientation has been studied by many researchers. It shows that it is an interesting object to be studied.

To begin with, Akram (2015) has done research on "Arab Students' Motivation in Learning English: A Study of PYP Students". He found that the findings demonstrate that Arab students have a good attitude toward learning English and a higher level of motivation, both instrumental and integrative. This result is supported by Altasan (2016) did research entitled "Motivational Orientation and their effect on English Language Learning: A Study in EFL Saudi Context" found that Learners who have a positive attitude toward learning English are high achievers who are instrumentally and integratively motivated. Furthermore, many factors such as the teacher, the textbook, classroom activities, lesson plans, and so on can influence students' attitudes toward the learning situation. Positive attitudes toward these factors are likely to help with language learning.

Basaran & Hayta (2013) analyzed A Correlational Study of Turkish University Students' Motivational to Learn English. They claimed that Motivation and age, as well as motivation and the other two variables of gender and grade, had a weak connection. It also showed that participants exhibited a high level of instrumental drive but only a moderate level of integrative motivation. In line with a previous study Oztuk & Gurbuz (2013) conducted research with the title "Motivational Orientations of Turkish EFL Students: The Case at State University" This study disclosed that Students demonstrated a modest level of interest in learning a foreign language, although it was near a high level. Because of their view of learning a foreign language in Turkey, their instrumental orientation was extremely high. Furthermore, the findings revealed that two motivational orientations, instrumental and integrative, were positively and modestly associated in a Turkish environment, demonstrating that these two orientations are interconnected phenomena.

Akram & Ghani, (2013) "have done research about Gender and Language Learning Motivation" this study disclosed that there are no overall statistically significant differences between male and female participants in their motivation to learn English and besides that there is no significant difference between gender and achievement. Gender does not affect the achievement of the students in learning English. This research supports the finding of Amedi (2013) who researched about "The Possible Relationship between Gender and Motivation" found that the present study did not find big gender differences when it comes to the overall term of motivation.

More recently, a study conducted by Bambang & Mahpul (2019) entitled "Exploring Motivational Orientations of English as foreign language (EFL) learners: A Case study in Indonesia" found that Integrative motivation is not relevant to Indonesia EFL learners in the era of globalization. The EFL learners in Indonesia need to integrate with people from other countries by using English as a lingua franca. In contrast, Saranraj, Khan, & Zafar (2016) also conducted research about "Influence of Motivational Factors and Gender Differences on Learning English as a Second Language: A Case of Engineering Students from Rural Background" they discovered Learning English and attitude toward learning English have a high positive link, but attitude toward learning English and motivational intensity have a mitigated link, there is no discernible link between motivation intensity and a desire to learn English.

## **3. Literature Review**

There are some concepts used by the writer to analyze students' motivational orientation in Learning English at Islamic High School in Takalar Regency

### 3.1 Motivation

The first definition comes from Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study.

### 3.2 Motivational Orientations

Gardner (1959) Motivational orientations are the goals that individuals aspire to achieve. When individuals look to achieve certain goals from learning an L2, they exert effort and persistence to achieve those goals. Being instrumentally or integrative motivated might be sufficient for successful language study but having both of them is better still for successful L2 learning

#### a. Types of Motivational Orientation

According to Gardner and Lambert (1959) more formally proposed a distinction between two types of motivational orientation:

##### 1) Integrative

When students learn a language for the purpose of meeting members of the target language group, or because they want to become members of the target community, they are considered as integrative motivated learners.

##### 2) Instrumental

Learners who are concerned with the benefits of language learning such as increasing their own knowledge or qualifying for certain jobs are instrumentally motivated.

According to Krashen (1988, p.22) mentioned the following factors which are rather related to motivation that will attempt to relate the second language ability to these two functions.

##### 3) Integrative

Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal. (Saville-Troike, 2006, p.86)

##### 4) Instrumental

Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners' careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, 2006, p.86).

Brown (2000) divided intrinsic motivation into two main types' namely integrative motivation and instrumental motivations.

##### 5) Integrative

Integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example, immigration or marriage.

##### 6) Instrumental

Learner wishes to achieve goals utilizing second language. Robert Gardner and Wallace Lambert states that refer to motivation to acquire a language as means for attaining instrumental goals furthering a career, reading technical material, translation and so forth. This is describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and statuses.

### 3.3 Language Learning Motivation

Motivation is one factor that influences students' success in Learning English. Spolsky (1990, p. 157) Motivated students are likely to learn more and learn quickly than students who are less motivated. Students can lose their attention, misbehave and cause discipline problem when they are not motivated in Learning English. Students have many reasons for learning English. It can be simply said that they learn English because they love it or they learn English because it is school requirement. According to Brophy as cited in Woolfolk (1990, p.328), "Students motivation to learn as a students' tendency to find academic activities meaningful and worthwhile and try do derive the academic advantages from those activities". It means that motivated students will make any academic activities become meaningful activities that can improve their skills. When the students are motivated to learn, they will their academic work seriously and try to do their best out of it. Through the motivation, the students will have an effort when they meet obstacles or failure.

There are six components of the learning motivation (Firth,2001, p.3). Those components are:

#### a. Curiosity

Human behavior is far more complex, and people are naturally curious. They tend to seek something new, they find satisfaction when they can finish a puzzle, and they are curious about anything.

#### b. Self-efficacy

Dividing tasks into chinks and providing students with early success are a method of developing confidence in the students. Driscoll as cited in Frith (2001, p.3) describes this as performance accomplishment, one of four possible sources of self-efficiency.

#### c. Attitude

According to Frith (2001, p.3), the attitude of a student toward learning is very much an intrinsic characteristic. It is not always demonstrated through behavior. In other word, attitude cannot be seen directly, but people can feel others' attitude.

#### d. Need

The most well-known and respected classification of human need is Maslow's hierarchy of needs. Maslow categorized the human needs into five levels, psychological (lower-level), safety (lower-level), love and belongings (higher need), esteem (higher need), self-actualization (higher need)

#### e. Competence

Competence is an intrinsic motivation for learning which is highly related to self-efficacy. Human being receive more pleasure when doing this well.

#### f. External Motivators

In order to create a stimulating environment and combat boredom, an active participation from the student is needed. Beside a stimulating environment, grades also have a value as an external motivator.

#### g. The effects of motivation

The effects of motivation According to Ormrod (2008, p. 384-386) motivation has several effects on students' learning and behavior.

- 1) "Motivation directs behavior toward particular goals". Social cognitive theorists think that it is important for the individuals to set goals for themselves and direct their behavior accordingly. Motivation helps determine the specific goals that the students have which help them decide whether they should finish their homework assignment or play computer games with their friends.
- 2) "Motivation leads to increased effort and energy". Motivation helps determine the amount of effort and energy that learners spend in activities related to their goals and needs. It determines if the students are going to perform the task enthusiastically or apathetically.
- 3) "Motivation increases initiation of and persistence in activities". If a learner really wants to do a task, then it is more likely that he/she begins with it. It is also more likely that he/she continues working on it until they have

completed it, even if there could be interruptions in the process. We could then say that motivation increases the students' time on the specific task which is an important factor that affects their learning and achievement.

- 4) "Motivation affects cognitive processes". Motivation has an impact on what learners pay attention to and how they process that. Students that are motivated often try to make an effort to really understand classroom material because they want to learn it meaningfully and reflect over how they could use the information/task in their own lives.
- 5) "Motivation determines which consequences are reinforcing and punishing". Learners that are motivated want to achieve success in the classroom. They will feel confident when they get an A and feel upset when they get a lower grade. Learners really want to be accepted and respected and they will see the importance of being a member in the so-called popular group and they will be distressed if their classmates tease them.
- 6) "Motivation often enhances performance". The now known effects of motivation—goal-directed behavior, energy and effort, initiation and determination, cognitive processing, and the consequences impact—leads to an improved performance. Students who are motivated to learn in the classroom tend to achieve high grades. Students who, on the other hand, have little or no interest in school are at high risk for dropping out because they do not see the importance and value of staying.

As seen above, teachers can do a lot of things to motivate the students to behave and learn in different ways that will encourage their long-term goals, success and productivity.

In this research, the researcher uses Gardner and Lambert theory on Motivational Orientation in Learning English. The researcher focuses to identify the type of students' motivational orientation and also to know which one have higher integrative or instrumental motivation both males and females

#### **4. Methodology**

##### **a) Research Design**

This research applied quantitative method. Latief (2013:78) stated that in quantitative research, data collected are presented numerically. Charles (1987) added that quantitative data are analyzed mathematically and the results are expressed in statistical terminology.

##### **b) Participants of the Study**

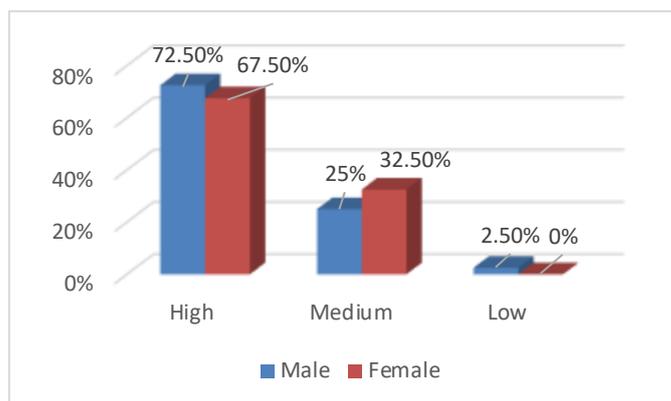
The Participants of the research were the students at four Islamic High Schools in Takalar who learn English as a foreign language. The Islamic High School is called Madrasah Aliyah (abbreviated as MA). Madrasah Aliyah is a secondary level of formal education in Indonesia that is equivalent to senior high school. The management is carried out by the Ministry of Religion. Basically, MA curriculum is the same as the high school curriculum, it is only that in MA there is a larger portion of Islamic religious education. The samples of the research were in the total number of 80 students. The researcher took 10 males and 10 females students from each eleventh grade in every school

##### **c) Data Collection**

To analyze the data from the 20 items of the questionnaire, the researcher used percentage technique, categorization and data display. Every statement in the questionnaire offering four scales namely: Strongly Agree, Agree, Disagree, and Strongly Disagree.

#### **5. Finding and Discussion**

Here were the findings of the research that researcher got after conducting research at four Islamic High Schools at Takalar Regency.



**Figure 1.** Distribution Classification Students' Integrative Motivational Orientation in Learning English at four Islamic High School in Takalar

Motivational Orientation in Learning is an essential thing for students to possess. Students will be directed in accomplishing their goals if they have a motivational orientation. In this case, there are two types of motivational orientation namely, integrative and instrumental.

After conducting this research, it was found to what extent the differences in the level of motivational orientation possessed by students were found. Female students tend to have an integrative orientation motivation where their goal in learning English is because they want to integrate themselves into a culture or community that use English to look like a native speaker or to know western culture.

The Percentage level that was achieved by females was 92.50% while the percentage of males reached 80% with a medium level of 7.50% for females and 20% for males. In a different type of category, namely instrumental motivational orientation, males are superior to females with a percentage of 72.50% and females reaching 67.50%. Meanwhile, for the medium category, males have 25% and females 32.50% besides that for males get 2.50% and females 0% the low category. To Sum up, males and females have different levels of motivational orientation and goals why they learn English. Females have a higher integrative motivational orientation than males. On the other hand, males dominate the instrumental motivational orientation compared to females.

## 6. Conclusion

The results of this study indicate that there are differences in the level of motivation possessed by female and male students. Females tend to learn English with the aim of understanding English in terms of literacy and culture. Meanwhile, males learn English because they want to get good privileges such as having broad insight, getting a good job, and social status. Males have a high level of instrumental motivational orientation with a total percentage of 72.50% while females have 67.50%. Besides that females achieve a high integrative level with a percentage of 92.50% and males reached 80%. It can be conclude that males and females have different motivational orientations in learning English.

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