

# **AN ANALYSIS OF THE INSTRUMENTAL AND INTEGRATIVE MOTIVATION OF THE FIRST YEAR STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU IN THE LEARNING OF ENGLISH**

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***Abstract:*** *Motivation is an essential factor that affects the process of foreign language acquisition. The objective of this research is to find out the level of motivation in learning English and the dominant type of motivation whether instrumental or integrative motivation. This research used descriptive quantitative method. The population of this research was the first year students of English Study Program FKIP Universitas Riau in academic year 2019/2020. The number of sample was taken based on Slovin formula; in which there were 55 students—selected by simple random sampling technique. Questionnaires and interview were used to collect the data. The results from this study showed that the level of integrative motivation has mean score of 4.27 and instrumental motivation has mean score of 3.63. This result indicated that the dominant type of motivation of the first year students was integrative motivation rather than instrumental motivation.*

***Key Words:*** *Instrumental motivation, integrative motivation, learning English*

# **ANALISIS MOTIVASI INSTRUMENTAL DAN MOTIVASI INTEGRATIF MAHASISWA TAHUN PERTAMA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU DALAM PEMBELAJARAN BAHASA INGGRIS**

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**Abstrak:** Motivasi merupakan faktor penting yang mempengaruhi proses penguasaan bahasa asing. Tujuan dari penelitian ini adalah untuk mengetahui tingkat motivasi belajar bahasa Inggris dan jenis motivasi yang dominan baik motivasi instrumental maupun motivasi integratif. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi dalam penelitian ini adalah mahasiswa tahun pertama Program Studi Bahasa Inggris FKIP Universitas Riau tahun ajaran 2019/2020. Jumlah sampel diambil berdasarkan rumus Slovin; Dimana sebanyak 55 siswa dipilih dengan teknik acak sederhana. Kuesioner dan wawancara digunakan untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa tingkat motivasi integratif memiliki skor rata-rata 4,27 dan motivasi instrumental memiliki skor rata-rata 3,63. Hasil ini menunjukkan bahwa jenis motivasi yang dominan pada siswa tahun pertama adalah motivasi integratif daripada motivasi instrumental.

**Kata Kunci:** Motivasi instrumental, motivasi integratif, belajar bahasa Inggris

## **INTRODUCTION**

Motivation as Dornyei (2005) says is an essential factor that influences the rate and the success of foreign language learning. It means that motivation provides the primary force to initiate learning and later on as the stimulus of monotonous learning process especially in the learning of English.

In fact, in the English Study Program of FKIP Universitas Riau, many students have weak learning motivation. This is caused by the following factors such as lack of attention of the teacher to students, monotonous teaching methods, and also the difficulty of students in mastering English subject. Therefore, teachers are not only educators but also motivator of their learners should know that motivation is one of the most supporting factors to improve students' educational achievement. Therefore, students are also taught about the role of motivation through Guidance and Counseling course and Psycholinguistics course at English Study Program. There is no doubt that motivation is considered as an essential element along with language capacity to get success in learning a new language and to improve students' educational achievement. By knowing about the students' motivation, lecturers can know their students' interest in learning English so they can improve their teaching methods and techniques.

Brown (2000) explains that in the context of learning particularly the learning of English, there are two types of motivation that students should have: instrumental and integrative motivations. According to Mun (2011), instrumental motivation is a motivation that drives learners to learn a language with a more useful purpose of the language such as applying for a well-paid job or achieving higher social status. On the other hand, she defines integrative motivation as a motivation that moves learners to learn a language because of the positive attitudes toward the target language group and their intention to join together with the target language community. These types of motivations have a precise orientation and goal that can be reached by the students who have these motivations in learning.

## **RESEARCH METHODOLOGY**

This study used descriptive quantitative research design. The information and categorized described become interpretation explanation. The population of this research was the first year students of English Study Program FKIP Universitas Riau in the academic year 2019/2020. There were three classes with the total number of students was 121 students. The number of sample was taken based on Slovin formula (error rate = 10%); in which there were 55 students-selected by simple random sampling technique.

In doing this research, a set of questionnaire was given to the students which adopted from Wimolmas (2012) previous research. The questionnaire contained 30 items. The questionnaire was valued according to the Likert scale with five score levels: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1 as being the highest in value). To analyze the data, the questionnaire data was tabulated for analysis by applying Microsoft Excel. The results of the analyses were classified into these categories:

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

Wimolma (2012)

After gaining the data result of questionnaire, the interview was conducted to ten students to represent the sample of this research. The open ended questions were asked in interview to support and clarifying the result of questionnaire. Then, the result of the interview was analyzed by using verbatim transcription and thematic analysis that related to the research question.

## RESULT AND DISCUSSION

### The Level of Students' Motivation

**Table 1. Instrumental Motivation**

<b>Instrumental Motivation</b>	<b>Mean</b>	<b>Rating of Motivational Level</b>
1. I mainly focus on using English for class assignment and the exams.	3.93	High
2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.	2.96	Moderate
3. I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.	2.25	Low
4. I am more interested in earning a university degree and a good job than learning English language itself.	2.73	Moderate
5. I am more interested in furthering my higher education than learning English language itself.	2.76	Moderate
6. Learning English is important for travelling abroad.	4.62	High
7. Learning English is important for making me a knowledgeable and skillful person.	4.56	High

8. Learning English is important for making me an educated person.	4.42	High
9. Being proficient in English can lead to more success and achievements in life.	4.31	High
10. Being proficient in English makes other people respect me.	3.73	High
<b>Average</b>	<b>3.63</b>	<b>Moderate</b>

Table 1 shows that the respondents possessed a moderate level of instrumental motivation. This is shown clearly by the average mean score of 3.63 in the table. Statement number 6 (Learning English is important for travelling abroad) has the highest mean (4.62). The statement number 1 (I mainly focus on using English for class assignment and the exams) has an average mean score of 3.93. The statement number 10 (Being proficient in English makes other people respect me) has an average mean score of 3.73. The lowest mean score of 2.25 is statement number 3 (I am interested in reading only English textbooks for my university study, but not other English texts e.g. newspapers, magazines). However, the overall mean score of instrumental motivation demonstrates a moderate level of motivation.

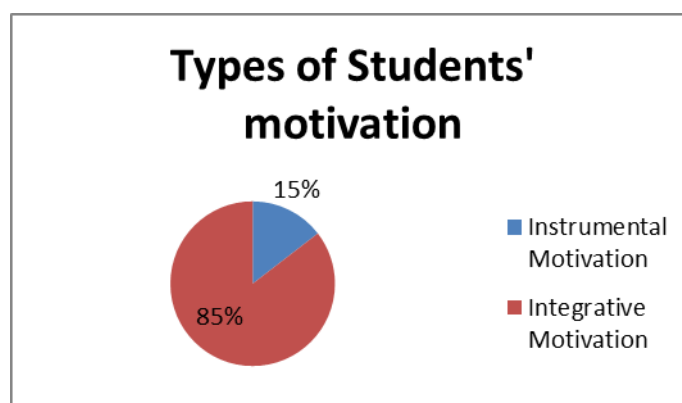
**Table 2. Integrative Motivation**

<b>Integrative Motivation</b>	<b>Mean</b>	<b>Rating of Motivational Level</b>
11. Studying English enables me to understand English books, movies, song, etc.	4.60	High
12. Studying English enables me to better understand and appreciate the ways of life of native English speakers.	4.33	High
13. Studying English enables me to keep in touch with foreign acquaintances.	4.16	High
14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.	4.44	High
15. Studying English enables me to transfer my knowledge to other people e.g. giving directions to tourists.	4.34	High

16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.	4.13	High
17. Studying English enables me to behave like native English speakers: e.g. accent, using English expressions.	4.14	High
18. Studying English enables me to appreciate English arts and literature.	4.09	High
19. Studying English helps me to be an open- minded, and sociable person like English speaking people.	4.18	High
20. I am determined to study English as best as I can do to achieve maximum proficiency.	4.33	High
<b>Average</b>	<b>4.27</b>	<b>High</b>

Table 2 shows the overall high level of integrative motivation of respondents with a high average score of 4.27 and gets a high degree of motivation at the rating of motivational level. Statement number 11 (Learning English allows me to understand books, films, music etc) shows the highest level of instrumental motivation with a mean score of 4.60. Statement number 12 (Studying English enables me to better understand and appreciate the ways of life of native English speakers) and statement number 20 (I am determined to study English as best as I can do to achieve maximum proficiency) has the same average mean score (4.33) in the rating of integrative motivation. However, statement number 18 (Studying English enables me to appreciate English arts and literature) shows the lowest average score of 4.09 and is still considered a high level of motivation.

### Students' Dominant Motivation



Based on the data above, the results of the analysis types of motivation students in the First Year Students English Study Program FKIP Universitas Riau show that 47 students are having integrative motivation with the highest percentage of 85% and 8 students are motivated by instrumental motivation with the lowest percentage of 15%. From the result, it proves that the majority of students learning English because of integrative motivation.

**Table 3. The Comparison Between Instrumental and Integrative Motivation**

Motivation	Mean	Meaning
Instrumental Motivation	3.63	Moderate
Integrative Motivation	4.27	High
<b>Average</b>	<b>3.95</b>	<b>High</b>

Based on the data above, the results of the analysis involves instrumental and integrative motivation for learning English in the First Year Students of English Study Program FKIP Universitas Riau in Academic Year 2019/2020. The findings show that students are relatively highly motivated and found to be more integrative motivated to learn English. It reveals that the mean score of instrumental motivation (3.63) is lower than the mean score of integrative motivation (4.27). However, the overall mean of motivation of 3.95 is considered as a high degree of motivation.

## Interview Results

Consistent with the questionnaire, eight from ten interviewed students have integrative motivation in learning English. From five questions, most of the answers are categorized as the integrative motivations as in Tables 4, 5, 6, 7, and 8.

**Table 4. What is your reason in learning English language?**

No.	Responses of Participants	Type of Motivation
1	<i>Hmm...Because English can make me understand of native speakers' language.</i>	Integrative
2	<i>Ya...I think...Because English make me understand about all things that using English so it can help me to chat with foreigner.</i>	Integrative
3	<i>Because I love English. I like and enjoy studying English and I want to study abroad, so I have to learn English seriously to make me can speak to foreigner by majoring in this study program.</i>	Integrative
4	<i>I really love to learn a new thing especially foreign language, I have been interesting in English since I know English is so fun for me and universal language</i>	Integrative

	<i>and it has structure that easy to learn.</i>	
5	<i>Because I need for my future.</i>	Instrumental
6	<i>I learn English to improve my skills on it, to get a good job in the future, and can travel around the world.</i>	Instrumental
7	<i>English make me easy to make a friend and having communication with people around the world.</i>	Integrative
8	<i>Because I like English and when I can speak English I feel that I'm cool.</i>	Integrative
9	<i>English is international language so English is very important to learn.</i>	Instrumental
10	<i>Learning English will increase our chances to get a job, participate in discussions, and improve our networking skills. English helps you increase our educational opportunities.</i>	Instrumental

From the table above, 40% of the students were instrumentally motivated and 60% were integrative motivated in learning English.

**Table 5. Why is learning English important for you?**

<b>No.</b>	<b><i>Responses of Participants</i></b>	<b>Type of Motivation</b>
1	<i>With English, I can speak with people from the other countries and besides that we can see the world wider.</i>	Integrative
2	<i>English add my knowledge and I can invite Indonesia children to love it.</i>	Instrumental
3	<i>I saw many chances opened for people who able to communication in English such as technology using and make a friend from other country.</i>	Integrative
4	<i>English give me an access to world entertainment, internet, and what happen in the world.</i>	Integrative
5	<i>Because now everything is related to English so it is important for me to have this kind of knowledge.</i>	Instrumental
6	<i>English can give me many benefits; make friends with people from various country, be able to face globalization wisely, study abroad, etc.</i>	Integrative
7	<i>Because English make me interact with many people from other countries.</i>	Integrative
8	<i>I can understand the literature in English that I never know before.</i>	Integrative
9	<i>Because I want to introduce Indonesian language and culture to the world, so I need English.</i>	Instrumental
10	<i>Speaking English allows me to actually broaden your world, from job opportunities to the ability to relate to people from every country.</i>	Integrative



From the table above, 30% of the students were categorized as instrumentally motivated and 70% were integrative motivated in learning English.

**Table 6. Which One Is More Important, Learning English For Your Success And Job Acquirement Or Learning English To Understand About The People Who Speak The Language And Its Culture? Why?**

No.	Responses of Participants	Type of Motivation
1	<i>English to understand about the people who speak the language and its culture because it can make me have a good communication with the people from the other countries.</i>	Integrative
2	<i>Learning English to understand about the people who speak the language and its culture is more important to me because I have a dream to go abroad and studying there. So it is crucial for me to learn English and its culture.</i>	Integrative
3	<i>Learning English to understand about the people who speak the language and its culture. By understand the language and culture, we can easily explore more about their culture and behavior.</i>	Integrative
4	<i>I think learn English to understand about the language and its culture is more important, because it will make us open-minded people.</i>	Integrative
5	<i>I think learning English for job acquirement is the important because I can prefer my future.</i>	Instrumental
6	<i>My opinion is both are important because mastering English provides easy employment and helps us to become acquainted with external cultures and broaden our horizons.</i>	Integrative
7	<i>For me, learning English to understand about the people who speak the language and its culture is more important. It is for a long journey of life. We have so many different cultures that makes us connected each other with the language, especially English.</i>	Integrative
8	<i>Learning English to understand about the people who speak the language and its culture. By understand the language and culture, we can easily explore more about their culture and behavior.</i>	Integrative
9	<i>Learning English to understand about the people who speak the language and its culture, because if we understand about the people who speak the language and its culture, so we can understand in other aspects too.</i>	Integrative
10	<i>In my opinion learning English to understand about</i>	Integrative

	<i>the people who speak the language and culture is more important because Learning English as a foreign language will allow you to communicate with native speakers. You will be able to gain a new perspective of the world, enhance your ability to communicate and understand yourself and others better.</i>	
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From the finding above, 90% of the students chose learning English to understand about the people who speak the language and its culture (integrative motivation) and 10% of the students chose learning English as their success and job acquirement (instrumental motivation).

**Table 7. Do You Study English Just For Your Degree In University (Education) Or Learning English To Achieve Maximum Proficiency In English Like Native Speaker? Why?**

<b>No.</b>	<b><i>Responses of Participants</i></b>	<b>Type of Motivation</b>
1	<i>To achieve maximum proficiency in English because I like English and want get good ability in English.</i>	Integrative
2	<i>Learning to achieve maximum proficiency because I can get my degree.</i>	Integrative
3	<i>For achieve English maximum proficiency because when I'm maximum in English I can achieve my degree.</i>	Integrative
4	<i>Both of them, for my future degree, to get more fluent like other native speaker.</i>	Instrumental
5	<i>Learning English to achieve maximum proficiency like English speaking people.</i>	Integrative
6	<i>Learning English to achieve maximum proficiency in English like English speaking people. I want be like a native speaker in using English.</i>	Integrative
7	<i>I choose learning English to achieve maximum proficiency because someday I want to study abroad and I want to live abroad so I must be used to with English as my daily.</i>	Integrative
8	<i>I study English to achieve maximum proficiency in English like English speaking people.</i>	Integrative
9	<i>I think learning English to achieve maximum proficiency, because I like learn about language and I want to share my knowledge about English to the other, learn about language is very interesting for me, I think it's amazing if we can speak English and other language and also know and appreciate the</i>	Integrative

	<i>differences of the culture</i>	
10	<i>To achieve maximum proficiency in English like English speaking people, because the important thing in English is how we can communicate with the others and how we can understand each other.</i>	Integrative

From the above feedback, 90% of students learn English to achieve maximum proficiency in English (integrative motivation) and 10% of students answered for his/her degree in university (instrumental motivation).

**Table 8. Which One Impresses You More By Learning English, You Have A Chance To Travelling Abroad As You Like Or You Can Discuss Interesting Topics In English With The People From Other National Backgrounds? Why?**

<b>No.</b>	<b><i>Responses of Participants</i></b>	<b>Type of Motivation</b>
1	<i>I prefer choose to be able discuss interesting topics in English with the people from other national backgrounds because of I can discuss with them I can see the world from their views and we can change our mind about our culture or the other.</i>	Integrative
2	<i>Discuss with English people from other national background is good and I like when I can communicate with English people and understand well what they say so it can make me or them to transfer knowledge or our culture.</i>	Integrative
3	<i>Discuss with other people from other nation because it can cause a serious impact for our experience. We can change our story about culture, habit, specific information, knowledge, etc.</i>	Integrative
4	<i>I like to travelling abroad because I like to see a new view and experience than on my country.</i>	Instrumental
5	<i>Travelling abroad.</i>	Instrumental
6	<i>I have a chance to travel abroad as I like.</i>	Instrumental
7	<i>I want travelling abroad and discuss about many aspects with the people from different countries.</i>	Instrumental
8	<i>Discussing with people from other countries by using English is interesting because I more like to have small talk with native and also learn something from native people.</i>	Integrative
9	<i>I want to discuss interesting topics with the people from other national country because I want to increase knowledge about their culture and also make friends with the people from another country.</i>	Integrative
10	<i>A chance to travelling abroad because I can see directly what I have to see.</i>	Instrumental

From the finding of table 8 above, 50% of the students chose travelling abroad as their motivation in learning English and 50% of the other students chose having a chance to discuss interesting topics in English with the people from other national backgrounds.

## **DISCUSSION**

According to the findings and data analysis provided, the overall results reveal that the students are highly motivated to learn English. Based on the motivation questionnaire results, 8 students are stated to have instrumental motivation with moderate degree motivation (mean score=3.63) and 47 students are categorized to have integrative motivation with high degree motivation (mean score=4.27). Furthermore, based on the comparison and interview, it is discovered that the students are slightly more strongly having integrative motivation to learn English which can answer the research question of the motivation found is dominantly instrumental or integrative.

In general, the findings of the study are similar to some other studies with the same topic, such as Pertiwi (2018) found that the successful students in the fifth and the seventh semester students of English Study Program at Universitas Bengkulu with integrative motivation were more dominant in learning English. Moreover, Nailufar (2018) found that the findings of her study showed that integrative motivation is used more predominantly than instrumental motivation by students majoring English at UIN Ar-Raniry in learning their target language. It can be concluded that integrative motivation is the dominant motivation of students in learning English because it can enable them to appreciate English culture and understand to interact with English speaking countries.

However, there are also differences between the findings of this study and other studies with the same topic, such as Vaezi (2018) in which his research proves that the students are instrumentally motivated because they want to be success in their education's life. Moreover, the students need English for their career and good job. In addition, there is a little number of native speakers in Iran which make the students are not having chance to get contact with native speakers.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the results of the questionnaire and interview, it can be found that the first year students of English Study Program FKIP Universitas Riau had high motivation in the learning of English. It can be drawn from the results of the 5-point Likert scale questionnaire filled in by the students that their integrative motivation was higher (Mean = 4.27) than instrumental motivation (Mean = 3.63) for various reasons.

The result of the interview also showed that students with integrative motivation wanted to learn English because they were interesting to the culture of native speakers and

they wished to understand about what native speakers said. Furthermore, they also had to achieve maximum proficiency in English. However, instrumentally motivated students wanted to learn English for travelling abroad, education degree, and having a good job in the future.

## **Recommendations**

From the results of this research, the researcher would like to give some recommendations to improve the students' motivation in learning English:

1. It is recommended for lecturers to prepare appropriate materials and strategies to increase the motivation and interest of the students so they can achieve more proficiency in the learning of English as the target language.
2. It is useful for students to always keep their motivation in learning English. The students should practice English and enjoy learning the language. It's better for them to knowing their final goal for their future to reach their English proficiency.
3. It is recommended for other researchers who have interest in analyze students' instrumental and integrative motivation can use other methods and techniques in collecting data, such as by doing observation. They can also conduct a further study including a larger sample which would make the study more valid and reliable.

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