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A Survey Study of Students' Motivation in English Language Learning

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Abstract

The purpose of this paper was to determine (1) the degree of students' motivation in English language learning and (2) the dominating motive between instrumental and integrative motivation in English language learning. This study was carried out at SMAN 1 Palopo. Mixed technique, which is mostly quantitative, was used, with a survey using an online Likert scale questionnaire administered to 31 respondents and five of them interviewed. The data has been evaluated quantitatively and statistically using the paired sample t-test and qualitative description. The questionnaire was examined according to the proportion of each response. To convert questionnaire data into percentages, the researcher multiplied the number of occurrences by 100 percent and then divided by the total number of respondents. The findings of this study reveal that SMAN 1 Palopo students have strong instrumental and integrative motivation, with a mean score of 4.12, when it comes to studying English. According to the results of the questionnaire survey, students' responses of agreement and strong agreement predominated, whereas responses of disagreement and severe disagreement did not occur considerably. The overall findings of the study indicate that students' English-learning motivation is mostly integrative. This indicates that students study English based on their initiative and desire to grasp and learn more about English culture.

Introduction

In the realm of education, particularly formal education, instructors and students are obliged to study the English language. English is often studied in non-formal education as an extension of formal education. This is due to people's knowledge of the significance of studying English. In practice, however, English students learn without understanding the fundamental reasons why it is vital to study English.

Understanding the function of motivation in foreign language acquisition is crucial. Motivation is one of the primary determinants of the English-learning performance of pupils. Adds that many instructors and students now consider motivation to be one of the most influential elements in determining the pace and effectiveness of second language (L2) acquisition.

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According to [Suryasa et.al., \(2017\)](#), students' motivation in English language learning may be a valuable source of information and understanding for implementing programs or activities that promote a more inspiring learning environment. Students with sufficient motivation will become proficient language learners with high levels of efficiency. According to him, motivation plays an important part in language acquisition success. In this vein of thinking, students' desire toward English language acquisition may impact their learning outcomes to some extent. It has the endorsement of [Alario et.al., \(2017\)](#), Students of a foreign language attend lessons because they are driven to do so. There must be a compelling reason for them to participate in the action of language acquisition. Motivation has been shown to be a significant element in the presence of many students in English language schools by past and current studies.

Preliminary observation reveals that instructors and students have the misconception that motivating is simple, when in fact, it is a challenging task. Motivation is subjective; thus, motivation must be viewed from a number of angles to determine how students acquire English as a second language. According to [Ghazvini & Khajehpour, \(2011\)](#), motivation is also one of the aspects that affect learning. Teachers have the ability to influence student motivation in ways that support or hinder learning. If our pupils feel more positive about themselves, they will do better as learners ([Yu et.al., 2019](#); [Özdemi & Aydın, 2015](#)).

In this study, the researcher also discovered a number of motivation-related findings from prior research. First, [Chen, \(2020\)](#) reveals that the second-year students were both instrumentally driven and adequately integrated. It was discovered that instrumental motivation had a greater influence on pupils than integrative motivation. Three connected instrumental incentives for Learning English have been identified: future learning, performance, and career. In addition, the students said that they would need strong English grades for their future studies and a solid degree for their professions ([Hava, 2021](#); [Chen & Hwang, 2020](#); [Tsao et.al., 2017](#)) The second study by Ghazvini and Khajehpour (2011) demonstrates that female students are more intrinsically driven to learn English than male students. In addition, females are more predisposed toward bilingualism and have a more favourable attitude toward English learning than boys ([Senjahari et.al., 2021](#); [Hussain et.al., 2020](#); [Long et.al., 2013](#)). However, there is no significant difference in the motivational orientations of high school students who have a favourable attitude toward learning English as a second language ([Vedadi et.al., 2019](#); [Hong & Ganapathy, 2017](#)).

The relevant theory from [You & Dörnyei, \(2016\)](#), in his study titled "a survey study of students' motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT) Thammasat University" is used to support the aforementioned hypotheses. Students are comparatively "strongly" driven and somewhat more "instrumentally" motivated to study English, according to the main results. This indicates that instrumental motivation is a prominent element among these English language learners.

Methods

Research Design

The researcher applied survey and analyze the students' motivation in English language learning. Therefore, in this research, the researcher was used quantitative methods to measure and analyse the data statistically based on the results of the questionnaire answers. While the qualitative method, the researcher survey, interpret, and analyse the data based on the interviews.

Subject of the Research

The sample selection technique used has been related to corona virus (COVID-19) conditions, so the technique used is the clustering sampling technique. Therefore, the subjects of this research were 31 students from SMAN 1 Palopo in the academic year of 2019/2020.

Instrument of the Research

In this study, the researcher used two data collection methods: questionnaires and interviews. The first one was a survey. This study's instrument is a 5-point Likert scale derived from the original 7-point version of Gardner's Motivation Test Battery (AMI), which ranged from 'Strongly Agree' to 'Strongly Disagree'. There were 20 questions on the questionnaire, which was divided into two sections: integrative motivation (questions 1–10) and instrumental motivation (questions 11–20). (Items 11- 20).

The second was the interview itself. After administering the questionnaire, the researcher conducted interviews with the three high English achievers and the three poor English achievers of the two courses on their motivation. The purpose of the interview was to get a deeper knowledge of the elements that influence senior high students' desire to study English.

Data Collection

The questionnaires were distributed to 31 students in the online form and 5 of them have been interviewed to obtain additional data related to students' motivation in learning English.

Data Analysis

Quantitative and qualitative methodologies were used in this study to examine the data. Initially, the researcher conducted paired sample t-tests on the online survey data to measure the degree of student motivation. This method assessed the difference between the values of the two variables (instrumental and integrative motivation) for each example and analyzed the average difference, beginning with zero. Before executing the t-test, each student's instrumental motivation and integrative motivation data were computed in Excel. Then, using SPSS version 20 and a paired sample t-test, the overall mean of instrumental and integrative motivation for all study participants was calculated using a t-test on paired samples. On a five-point Likert scale, individuals' degree and kind of learning motivation are assessed.

Table 1. The Point Level of Questionnaire

| No | Classification | Point |
|----|-------------------------|-------|
| 1 | Strongly agree (SA) | 5 |
| 2 | Agree (A) | 4 |
| 3 | Neutral (N) | 3 |
| 4 | Disagree (DA) | 2 |
| 5 | Strongly Disagree (SDA) | 1 |

Source: Gardner (1985)

Table 2. The Level of Agreement and Disagreement of Motivation

| 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 |

Source: Wimolmas (2012)

Secondly is a qualitative method, there were three steps to analyze the data: Step 1: Developed and Applied codes, Step 2: Identified themes, patterns, and relationships and Step 3: Summarized the data (Dudovskiy, 2018).

Results and Discussion

The findings of this research are divided into two parts: (1) students' motivation including level of motivation and (2) results from open-ended questions related to which motivation is more dominant in learning English.

Level of the Students Motivation

On a five-point scale, respondents were asked to rank the significance of each reason for studying English as a foreign language. Integrative motivation and instrumental motivation were highlighted.

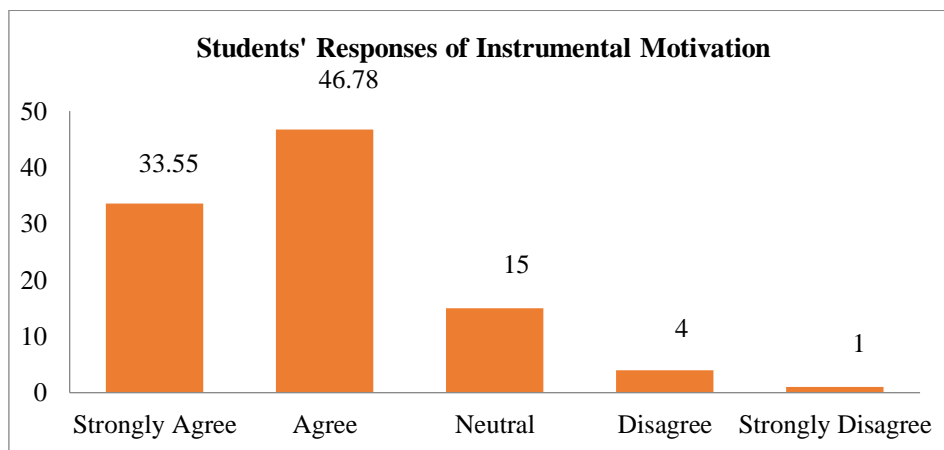


Figure 1. Students' responses of instrumental motivation

Based on students' responses above, it can be determined the level of students' motivation in learning English, specifically instrumental motivation.

Table 3. Level of Instrumental motivation

| No | Instrumental Motivation | Mean | S.D | Level |
|--------------|---|-------------|-------------|-------------|
| 1 | Learning English is important because I will need it for my future career. | 4.45 | 0.56 | High |
| 2 | Learning English is important because it will make me more knowledgeable educated. | 4.41 | 0.62 | High |
| 3 | Learning English is important because it will be useful in getting a good job with a hefty salary. | 4.00 | 0.68 | High |
| 4 | Learning English is important because I will need to use it on my overseas trips. | 4.51 | 0.62 | High |
| 5 | Learning English is important because I can continue my education to a higher level. | 4.25 | 0.51 | High |
| 6 | Learning English is important because I will need it for my academic life since it will enable me to search and access more literature resources and reading materials. | 4.12 | 0.67 | High |
| 7 | Learning English is important because other people will respect me more if I know English. | 3.61 | 0.98 | Moderate |
| 8 | Learning English is important for making me a knowledgeable and skillful person. | 4.16 | 0.73 | High |
| 9 | Learning English is important because I can pass the exams and get a good ranking. | 3.03 | 1.16 | Moderate |
| 10 | Learning English is important because can lead to more success and achievements in life. | 3.96 | 0.83 | High |
| Total | | 4.05 | 0.44 | High |

Table 3 displays the generally high level of instrumental motivation among respondents, as shown by their high mean average score of 4.05. The statement with the highest mean is number 9 (Researching English is crucial since I will utilize it on my international travels) (4.51). The statement number 8 gets an average mean score of 4.16. It reads, "Learning English is crucial for making me an informed and skilled person." The statement with the lowest mean score, 3.03, is number nine (Researching English is essential so that I may pass the examinations and get a high rank). The total mean score of instrumental motivation, however, indicates a high degree of motivation.

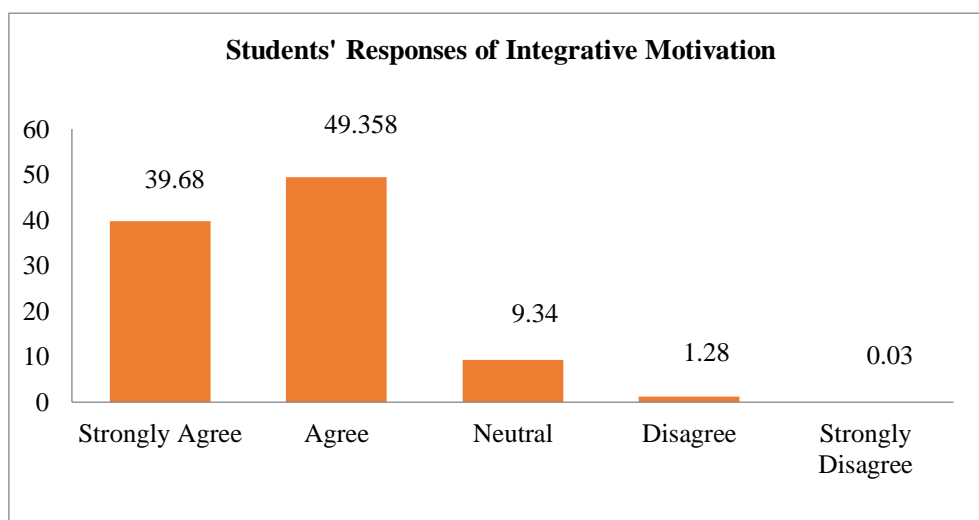


Figure 2. Students' responses of integrative motivation

Based on students' responses above, it can be determined the level of students' motivation in learning English, specifically integrative motivation.

Table 4. Level of Integrative motivation

| No | Integrative Motivation | Mean | S.D | Level |
|----|--|------|------|-------|
| 1 | Learning English is important because it will allow me to be more at ease with people who speak English. | 4.29 | 0.73 | High |
| 2 | Learning English is important because it will allow me to meet and converse with more and varied people. | 4.16 | 0.86 | High |
| 3 | Learning English is important because it will enable me to better understand and appreciate the English art and literature. | 4.00 | 0.77 | High |
| 4 | Learning English is important because I will be able to participate more freely in the activities of other cultural groups. | 3.77 | 1.02 | High |
| 5 | Learning English is important because it will help me get many friends from many parts of the world. | 4.32 | 0.87 | High |
| 6 | Learning English is important because it will allow me to learn about the culture and social life of English-speaking people. | 4.35 | 0.70 | High |
| 7 | Learning English enables me to transfer my knowledge to other people e.g giving directions to tourists. | 4.51 | 0.50 | High |
| 8 | Learning English is important because allow me to understand the content of books, films, music, and other content in English. | 4.12 | 0.61 | High |

| | | | | |
|--------------|---|-------------|-------------|-------------|
| 9 | Learning English enables me to participate freely in academic, social, and professional activities among other cultural groups. | 4.29 | 0.58 | High |
| 10 | Learning English enables me to discuss interesting topics in English with the people from other national backgrounds. | 4.09 | 0.65 | High |
| Total | | 4.19 | 0.20 | High |

The respondents showed a high degree of integrative motivation, as seen in Table 6. This is evident from the table's average mean score of 4.19. The statement with the highest mean score, 4.51, is number 7. (Researching English enables me to transfer my knowledge to other people e.g giving directions to tourists). Statement 2 (researching English is vital since it would enable me to meet and communicate with more and diverse individuals) gets a mean score of .50 (4.16). The statement with the lowest mean score, 3.77, is number 4. (Researching English is important because I will be able to participate more freely in the activities of other cultural groups). However, the total mean score for instrumental motivation indicates a higher degree of motivation.

The differences of average between type of motivation orientation in high school

Table 5. The differences of average between type of motivation

| Motivation | N | Mean | S.D. | Meaning |
|--------------|----|-------------|-------------|-------------|
| Instrumental | 31 | 4.05 | 0.37 | High |
| Integrative | 31 | 4.19 | 0.45 | High |
| Total | | 4.12 | 0.09 | High |

The contrast between instrumental and integrative motivation is seen in Table 7. It demonstrates that the mean score for integrative motivation (4.19 points) is greater than the mean score for instrumental motivation (3.89 points) (3.94). However, a mean score of 4.12 across both categories of motivation indicates a strong level of motivation.

In addition, to address the issue about the second problem statement, the researcher conducted interviews with students chosen based on the findings of questionnaire calculations. The researcher has prepared a number of questions pertaining to the motivation of students who are the most successful at learning English.

Question Number 1

Do you study English just to pass the exam and get good grades?

St 1: "No, I study English because I want to speak English as an International language."

St 2: "Yes, I study English just to pass the examination and get a good score."

St 3: "I study English to pass the exam and I want to speak English with my friends who can speak English."

St 4: "Yes, I study English to pass the exam, because that is my priority in learning English."

St 5: "No, I study English to communicate with my friends from Indonesia and another country."

The data obtained during the interviews showed that students 1, 3, and 5 learning English because they want to speak in English with their friends and foreigners. However, 2 of them learning English just to pass the examination and good grades. They learn English because they have a different motivation.

Question Number 2

Is English important to determine your career and get the good job in the future?

St 1: “Yes,

I think English is important for my future career. In other words, if I have a skill in English, it easy for me to get a great job.”

St 2: “Yes maybe, because nowadays we should know a little about English to communicate with people from foreign country”

St 3: “Of course yes, because English is an international language and automatically I need English to work in a foreign country.”

St 4: “Yes, I think there are a lot of jobs need English”

St 5: “Well, I think it is very important because nowadays, most of the company has an ‘Open Market’, so foreign people must be free to enter Indonesia and use English and it's very easy for us to communicate with these foreign investors.”

Based on the responses of students who have been interviewed, most students said that English is very important because English is an international language that could be used in any country in the world. The point is by mastering English helpsthem to get a good job and be able to communicate with foreign investors who come to Indonesia.

Question Number 3

Are you interested and want to master English?

St 1: “Yes, I am interested because wherever we are, of course, we need English.”

St 2: “Honestly, I am not interested, I just study because English is one of the courses at my school.”

St 3: “Well, I am interested, because some of my friends can speak a little about English, that’s why I want to speak English like them.”

St 4: “I am not interested in learning English, I just study”.

St 5: “Yes I am interested because I need English for my future.”

The data obtained for this question showed different answers from students. Some of them were interested in English because they want to communicate with friends who could speak English and made it easier for them to find work overseas. Besides that, some students did not interest in learning English.

Question Number 4

Do you study English to be able to communicate with native English speakers?

St 1: “Actually, I study English not to communicate with them directly, but I want to understand first what they talk.”

St 2: “No, I study English not to communicate with native speaker.”

St 3: “Yes, I study English because I want to communicate with my friends and native in English.”

St 4: “Yes, maybe one day I will go to foreign country and of course I speak English in their country.”

St 5: “Well, that’s my goals, because I ever communicate with foreigners in in Tana Toraja.”

There are various responses from students, some of them said that learning English is not merely to communicate with native speakers, but understanding English when communicating with anyone is the most important. The other students also said that one of the goals of learning English is to be able to communicate with foreigners.

Question Number 5

Do you like to listen to recordings or films, music, and read textbooks or stories in English?

St 1: “Yes, I like. I always listen to the English song and watch Hollywood movies like Mission Impossible film and other films.”

St 2: “Yes, I like but just for fun and enjoy”

St 3: “Of course yes, I always do it and try to practice how to pronounce the lyrics of English song.”

St 4: “Yes, I like but just film/video in English. I am not interested in listening to the English song.”

St 5: “Yes, I do. Sometimes listen to the podcast and watch the film in English.”

Learning and entertainment are two different things. Overall, the students' response in answering this question is that they are very interested in listening to the music or podcast in English. Some of them try to learn and repeat what they hear. Two aims guided the current study. The initial objective was to investigate the degree of integrative and instrumental motivation among senior high school students from SMAN 1 Palopo. The second objective was to determine if instrumental or integrative motivation predominated in their English language acquisition.

The description of the information gathered through surveys and interviews. To access the data described in the initial problem description. Using a five-point Likert scale, the researcher has determined the degree of English-learning motivation among students. The findings indicate that the degree of student motivation for English learning is rather high, as a greater number of students responded positively (strongly agree or agree) to any item on the questionnaire pertaining to instrumental or integrative motivation. In figure 1 it can be seen that 46.78% of students agree, 35.55% of students strongly agree, 15% of students have neutral responses, 4% of students disagree, and just 1% of students strongly disagree with all questionnaire questions. Moreover, on diagram 2 regarding integrative motivation, students who agree have the highest mean score of 49.35 percent, followed by 39.68 percent of students who strongly agree, 9.34 percent of neutral students, 1.28 percent of students who disagree, and 0.03 percent of students who strongly disagree with all statements on the questionnaire regarding integrative motivation.

This study's findings reflect Al Othman and Shuqair's (2013) hypothesis, which argues that motivation is often regarded as one of the most influential factors on the success rate of second or foreign language acquisition. In other words, motivation is a crucial aspect in determining the success or failure of any challenging task. Motivation is known to be a factor in a person's success in a given endeavor. With the proper motivation, it is simple to assert that a second-language student would be successful. Motivation is a key aspect in learning a foreign language, which is impacted by a variety of circumstances.

According to the preceding explanation, it can be inferred that motivation is essential for assisting students in their English learning. Future student achievement is significantly affected

by motivation. In addition, English's function as a global language that can be utilized everywhere may assist students get excellent employment and make them feel more competent if they possess English abilities. The findings of the research, as demonstrated by the mean score in the table of student motivation levels (tables 3 & 4), suggest that the majority of students are highly motivated to learn English.

Individuals study English for a variety of reasons. Some students study because they want to be able to speak in English, others because they want to comprehend the true language culture in English, yet others because they want to have a successful profession in the future, and still more so they can understand music or read books in English. This fact is confirmed by Wagiyo's (2018) hypothesis, which states that a person is integratively driven if he or she is motivated to learn more about a culture, its language, and its people in order to become more integrated into the target-language community. While instrumental motivation refers to learning participation for the purpose of achieving other goals, such as being able to speak English in order to get a better job, intrinsic motivation refers to the desire to acquire knowledge for its own sake.

According to the preceding data, many students are already aware of the significance of studying English in their daily lives, both within and outside of the classroom. Students believe that English proficiency is crucial for communicating with foreigners that visit Indonesia. In addition, the questioned students claimed that English made it extremely simple for them to comprehend books, periodicals, and films written in English. Some students have an interest in studying English because they want to have international acquaintances with whom they can converse using English on social media. However, not all students learn English for the same reasons; for instance, some students study the language in order to get a successful profession and a scholarship overseas. English's significance aids pupils in achieving their objectives. Because English is a global language that may be utilized to get well-paying employment.

The findings of the questionnaire indicated that the respondents had a high motivation for English study. Integrative motivation is the more prevalent of the two forms of motivation, instrumental motivation being the other. Students who desire to connect smoothly with native speakers, learn the pure culture of English, and comprehend reading books, periodicals, podcasts, and films in English are examples of students who are very practical. In other words, students at SMAN 1 Palopo are more dominating in integrative motivation due to their desire to debate engaging issues in English with students from various nationalities.

Conclusion

The overall result of the research state that students are interactively dominant in learning English. This is the result of a comparison between the two motivational subjects namely instrumental and integrative motivation. This means that students at SMAN 1 Palopo learn English because they have a high attractiveness for mastering English and want to get to know English culture in depth, not only for career and work interests or want to have a great salary, but they learn English because they are motivated by their desires. So the researcher can conclude that the motivation to learn English depends on the personal ambition or aspiration of each student to achieve an expected goal. Not always students learn English completely because they want a great job, but the desire to be able to communicate in English is one of the most important goals in learning English.

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