

## The Causal Factors of Students' Integrative and Instrumental Motivational Orientation in Learning English at Islamic High School in Takalar Regency

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**ABSTRACT:** This study aims to find out the factors that cause students to differ in terms of motivational orientation in Learning English. This research method is a quantitative descriptive method, and a closed and open-ended questionnaire is used to collect the data. This research indicates that several factors cause differences in motivational orientation between males and females, such as gender roles, teaching methods, communicative competence, types of motivation, and the Islamic school system. The differences in motivational orientation possessed by male and female students, males achieve a high level of instrumental motivational orientation with a total percentage of 72.50% while females have 67.50%. Besides, females have a high integrative level with 92.50%, and males reached 80%. It can be concluding that males and females have different motivational orientations.

**Keywords** - Gender, Motivational Orientation, Integrative, Instrumental.

### I. INTRODUCTION

The importance of motivation in learning has a significant impact on learning achievement. Several factors, including intrinsic and extrinsic drive, might generate the effect. Motivational orientation is the aspect that substantially affects students' achievement in learning a foreign language, especially for non - native English speakers. Students that are highly motivated will be enthusiastic about their studies, especially if they have a clear focus. As a result, students understand why they should learn a language. The desire to learn this language and its goal can be viewed as a Motivational Orientation. Orientation refers to the context or purpose of learning, whereas motivation refers to the strength of one's desire to learn, (Brown:2000; Weda, et al:2021; Muhammad, et al:2019).

In second language acquisition, there are two forms of motivational orientation. Gardner and Lambert (1959) defined Integrative Motivational orientation as students' desire to integrate into the target language community or a group that uses a second language, and Instrumental Motivational orientation as students' desire to achieve proficiency for reasons such as increasing their knowledge or getting a better job in the future, as well as social status. Instrumental motivational orientation is the same as extrinsic motivation, (Setiyadi, et al:2019; Ritonga, et al: 2020)

There are Several previous studies related to Motivational Orientation. One of studies related to this was conducted by Rahman (2015). His study was focused on attitude and motivation, and the need, attitude, and also motivation. They found that students' motivational orientations are instrumental motivational orientations, in which students study a second language because they understand how important it is to master English. This research also should be focusing 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. They discovered that the EFL's integrative motivation became a community concern because of their research. This integrative incentive was not appropriate for Indonesian students with international objectives who needed to practice communicating with foreigners in an international language.

Furthermore, Gender and Motivational Orientation are the subjects of a few researchers. Akram & Gani (2013) aim attention at Gender differences are related to their attitudes and motivations towards learning English and achievement in English. They separated their questionnaires into 240 individuals, with males and females from urban and rural areas responding. According to their findings, there were no statistically significant differences in motivation to study English between male and female participants. Even though they

informed us of the outcome, they did not specify whether the motivational orientation is integrative or instrumental. Saranraj, Khan, and Zafar's (2016) research, The effect of motivational factors and gender differences in learning English as a foreign language in. They found Women have stronger integrative and instrumental motivation than men, and there is a substantial positive correlation between interest in learning English and attitude toward learning English. Only a few people undertake research on motivational and gender variables, and the motivational variables that are raised are still general, mixing intrinsic and instrumental, extrinsic, and integrative, and are conducted at universities. As a result, the researcher focuses on the factors that cause students to differ in terms of motivational orientation in Learning English and selects Islamic senior high schools as the study's emphasis.

## II. 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, Mahdavy (2012) explored "Gender and Motivational Orientations of English language learners: The Case of high school students in Iran" found that male students who consider themselves to be the breadwinners of the family are more driven to learn English because they see learning a foreign language as being more linked to their future success. Another finding from Becirovic (2017) investigated "The Relationship between gender, Motivation and Achievement in Learning English as a Foreign Language" argued that the results of female students are more motivated to learn English as a foreign language than male student. Female students are more successful at learning English as a foreign language, but the difference is insignificant for the entire research sample and that is why the second null hypothesis by which we predicted that there are no statistically significant differences in students' achievement in learning English as a foreign language based on gender is supported.

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" It is 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 Setiyadi & Wicaksono (2019) entitled "Exploring Motivational Orientations of English as a foreign language (EFL) learner: A Case study in Indonesia". They 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.

## III. LITERATURE REVIEW

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

### a. 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. Gardner (1959) stated that 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.

### b. 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.

#### 1. 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)

#### 2. 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.

#### 1. 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.

#### 2. 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 statutes.

### c. Language Learning Motivation

#### 1. Motivation in Language Learning

Motivation is one factor that influence 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 I 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 receives more pleasure when doing this well.

## f) External Motivators

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 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 the factors that cause students differs in terms of motivational orientation in Learning English.

#### IV. 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 female students from each eleventh grade in every school.

## C. Data Collection

The Data were collected by giving the questionnaires, closed and open-ended question to the students.

## D. Data Analysis and Interpretation

To analyze the data from the 20 items of the questionnaires, 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. Besides that, open ended questionnaire include five questions to gain information of the factors that cause students differs in terms of motivational orientation in Learning English.

V. FINDING AND DISCUSSION

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

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

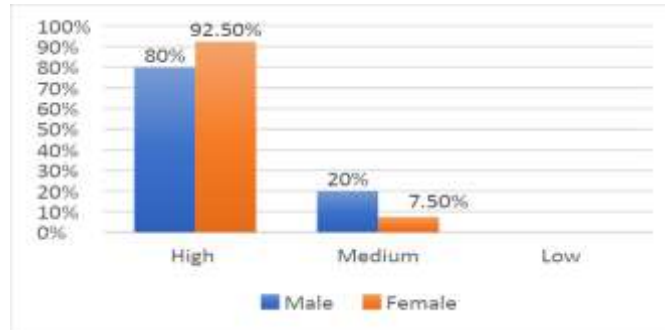


Chart 1. Distribution Classification

Chart 2. Distribution Classification Students' Instrumental Motivational Orientation in Learning English at Four Islamic High School in Takalar.



Table 2: Respondents' other reasons

The result showed that there were 5 main factors found from the open-ended question and divided into several factors as shown in the table above

No	The Causal Factors	Problem Detected in Term Motivational Orientation	Total Occurances	Total Percentages (%)
1	Gender	Gender Role	71	88,75%
2	Teaching Method	Male and Female Teacher Performance	59	73,75%
3	Communicative Competence	Listening skills Reading skills Writing skills Speaking skills	46	57,5%
4	Types Motivation	Intrinsic motivation Extrinsic motivation	28 4	35% 5%
5	Islamic School System	Extracurricular Islamic Studies	14 3	17,5% 3,75%



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 concluded that males and females have different motivational orientations. In addition, there are several factors that cause differences in motivation between males and females such as gender roles, teaching methods, communicative competence, types of motivation and Islamic school system. Being a student in an Islamic School or what is often referred to as a Madrasah School, there are challenges in Learning English, one of which is related to the division of time. In Islamic schools where there are many Islamic subjects and a separate system that is applied in that school; however, this is not the most influential factor on the students' motivational orientation in learning English. Besides, in this research, majority the respondent argued that students should not be distinguished by gender in learning English. Based on the Statement from the respondent, male and female students have the right to get equal opportunities in learning English. Therefore, based on their gender there is gender identity that are used to evaluate and guide their behavior.

## VI. CONCLUSION

The present study has successfully demonstrated that several things need to be considered in the teaching and learning process so that students can increase their interest and ability in English lessons, such as not distinguishing gender roles and paying attention to the teacher's teaching methods. In addition, the Islamic School system plays an essential role in determining students' skills, especially in terms of English language skills. The number of extracurricular activities and the lack of coaching related to English can affect the interest and ability to the English skills.

For future researchers, this research has many shortcomings. As a suggestion, the researcher hopes that future researchers can examine motivational orientation in terms of demographics, such as comparing students' ability to learn English from different provinces.

Differences in motivation to study English between male and female participants. Even though they informed us of the outcome, they did not specify whether the motivational orientation is integrative or instrumental. Saranraj, Khan, and Zafar's (2016) research, The effect of motivational factors and gender differences in learning English as a foreign language in. They found Women have stronger integrative and instrumental motivation than men, and there is a substantial positive correlation between interest in learning English and attitude toward learning English. Only a few people undertake research on motivational and gender variables, and the motivational variables that are raised are still general, mixing intrinsic and instrumental, extrinsic, and integrative, and are conducted at universities. As a result, the researcher focuses on the factors that cause students to differ in terms of motivational orientation in Learning English and selects Islamic senior high schools as the study's emphasis.

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