

INSTRUMENTAL AND INTEGRATIVE MOTIVATION ACROSS DIFFERENT LANGUAGE LEARNING STRATEGIES

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Abstract

Motivation plays important role to success foreign language learning for English. It has become a great demand for college students because they have been required to learn English not only for their qualification but also for their career advancement. The study investigates the correlation of motivation applied by learners at university level and their learning strategies use. Moreover, 48 English learners participated to fill out the questionnaire reflecting their motivation type and strategy in learning English. The findings revealed instrumental motivation has mean score of 76,21 while integrative motivation only has mean score of 74,31. It means English learners at university level are in instrumentally motivated. Learning strategies were used at a medium level of frequency which are memory strategy ($M=3.64$), affective strategy ($M=3.30$), metacognitive strategy ($M=3.29$), social strategy ($M=3.36$), cognitive strategy ($M=3.24$), and compensation strategy ($M=3.09$). English learners applied memory strategies most and compensation strategies least frequently. The students instrumentally motivated had r score of use of 0,56 ($s.d.=4,54$), while students integratively motivated had r score of use of 0,45 ($s.d.=6,06$). It has average correlation of use of overall learning strategies by those learning English with instrumental motivation and those with integrative motivation. Thus, the learners learn English for a specific purpose such as more career-oriented, vocational purposes and keep up with development of world economy, science, and technology (globalization).

Keywords: *instrumental motivation, integrative motivation, language learning strategies.*

A. INTRODUCTION

Motivation is the deliberate effort made by each learner to acquire the language (Gardner, 1985). The level of self-effort required to learn English varies depending on the individual learner. Furthermore, he contends that in order for a student to be deemed motivated, four criteria must be met: effort, a goal, a desire to attain the objective, and a positive attitude. In line with it, according to Crookes and Schmidt (1989), referenced in Ellis (1994) "interest" is one of the primary components of motivation. It is defined as a favorable reaction to stimuli based on preexisting cognitive structures in a way that piques and maintains learners' curiosity. Ultimately, in order to choose a method and

establish a goal, students studying English must be motivated and interested in learning from themselves.

Language teachers should use various ways to motivate their students because they clearly know that without motivation no learning can occur. According to Oweis et. al (2018) say “motivation can affect what, when, and how to learn English.” Students that are driven might be more excited to study English. The reason for this is that students' motivation might lead to an improvement in their performance when learning English as a second language. Students who are motivated to learn about a subject are more likely to take notes after studying, manage and practice all of the material that is given to them, participate in activities, pay close attention to instructions, and check their materials if there are any concepts, they don't understand to determine their understanding level (Alawamleh et al., 2022).

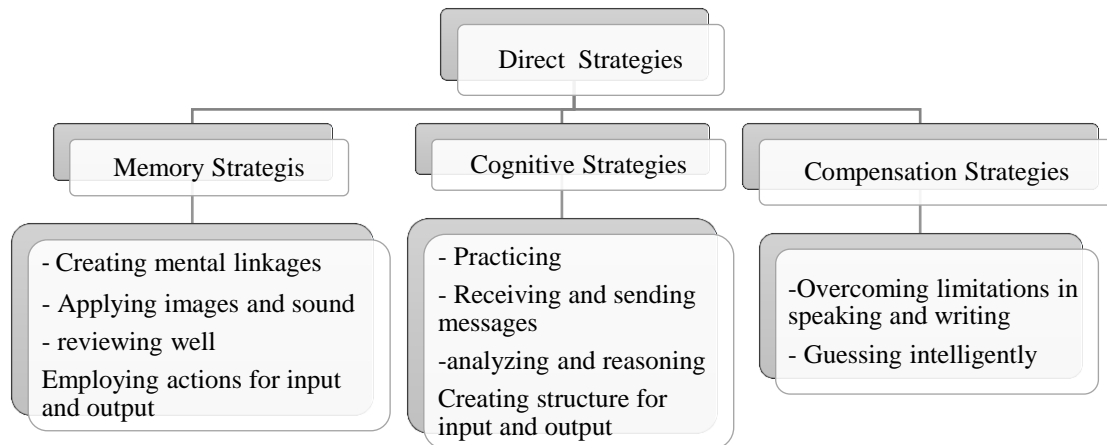
Motivation is also a solution in helping the learners to get the good achievement (Filgona et al., 2020). Motivation has a role in determining the likelihood of achieving a goal. It indicates support for a stance made in favor of someone else's action toward a specific goal or achievement. The most important thing to remember is that motivation and learning are closely related. Getie (2020) asserts that motivated students are able to behave well in an English language learning setting. More of the prescribed material must be managed and practiced by them. They will observe their level of perception. Unmotivated students may not want to participate in any English courses, but in other situations, they won't think twice to ask questions if they don't understand the material.

Everyone has a unique intensity. Despite being in identical circumstances, their driven conduct varies in strength and direction. Additionally, instrumental and integrative motivation were established by Gardner and Lambert in 1972. Gardner and Lambert (1985) differentiated instrumental motivation from integrative motivation. The former occurs when the learners' orientation in learning a second/foreign language in the interest in the people and the culture represented by the target language. A key component of integrative motivation is self-integration into the target culture. It is a positive outlook on the target language community and may indicate a desire to use the language to integrate and adjust to a new target culture. Furthermore, learning a language for a specific goal or a more practical reason—like employment, a promotion, or a language requirement—is referred to as instrumental motivation.

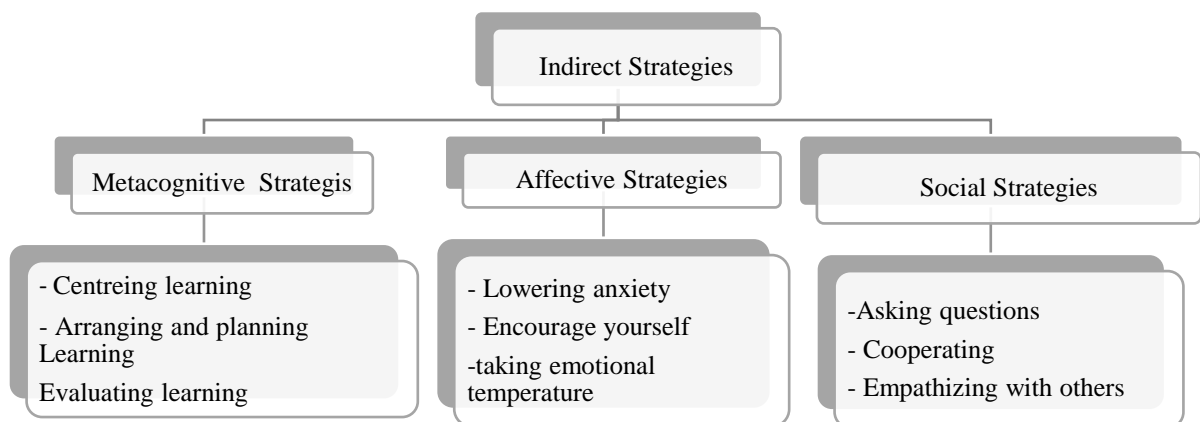
Furthermore, Gopalan et.al (2017) and Tuilan et al (2020) consider motivation is a key in the learning and teaching process learning English may make things lot simpler and more enticing. Additionally, during the language-learning process, each student develops unique strategies that aid in their language proficiency. We refer to these strategies as language learning techniques. It is commonly understood to be the actions and ideas that students employ to choose, arrange, and incorporate new information. This is a significant factor that has drawn a lot of interest from the language learning and teaching community. Language Learning Strategies (LLS) are methods or procedures that students employ to successfully acquire a language (Ellis, 1994).

Theorists have classified learning strategies into a wide range of types. Oxford developed a taxonomy of several tactics. They are separated into two equally important groups. First, direct techniques are as simple as using words in a direct manner. This category covers three areas: recall methods, which deal with entering and retrieving information; cognition, which deals with manipulating language for production and reception; and compensation, which deals with getting over knowledge gaps. Indirect

techniques refer to methods that support language acquisition without directly involving language use. This category encompasses three domains: affective strategies, which deal with managing emotions and attitudes; social strategies, which facilitate language acquisition; and strategies related to metacognition, which deal with organizing and evaluating learning (Oxford, 1990). These several strategies can be exemplified as follow:



TAXONOMY OF DIRECT LANGUAGE LEARNING STRATEGIES
(source: Oxford,1990)



TAXONOMY OF INDIRECT LANGUAGE LEARNING STRATEGIES
(source: Oxford,1990)

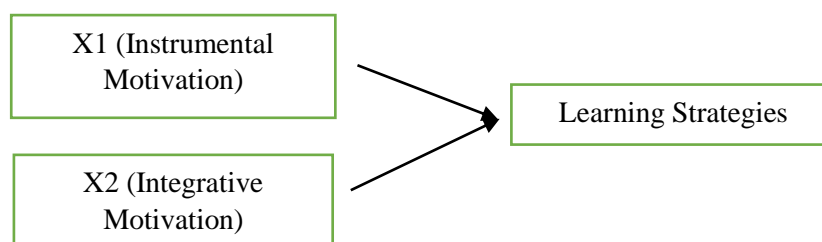
Oxford (1990) argued that strategies improve learning by making it simpler, quicker, more pleasurable, self-directed, more successful, and more adaptable to changing. On the same line, Suwanarak (2012) cited in Noor Hayati (2015) states that learner attributes, learning preferences, and success are associated with language learning strategies that students use to acquire a language. Language-learning strategies, to put it briefly, are the particular techniques that students employ to meet their learning objectives more quickly, easily, effectively, and pleasurably.

The researchers are interested in figuring out how students with varying motivation and learning styles acquire a foreign language because of the significance of these factors in the teaching and learning process. Dwinalida and Setiaji (2020) discovered that instrumental motivation did not significantly correlate with English learning methodologies as much as integrative motivation did. Subsequently, Pérez-Navío discovered a correlation between the motivational level and the learning tactics employed. In particular, learning support strategies are the aspect of learning strategies that are most directly linked to the intrinsic motivational component. They also showed that students who employed cognitive and metacognitive strategies performed better because they were more motivated (Pérez-Navío et al., 2023). As a result, self-regulated kids typically perform better academically, perceive themselves as more proactive and efficient, are willing to ask for assistance, and can control the amount of work required to reach their objectives.

From those previous studies, the findings on learners' learning strategies remain inconclusive because their concern and focus are different. Many of them found the correlation between motivation and learning strategies, examined the extent to which the level of motivation may affect the choice of learning strategies. This study describes the extent of the use of learning strategies by learners of English as a foreign language and correlates the difference motivation type and language learning strategies.

B. METHODS

The purpose of this study was to determine whether students' learning strategies and motivation are related. Along with gathering and organizing the evidence, this research also entails evaluating, interpreting, comparing, and determining trends and relationships. There are 48 students which participated in this study to provide a variety view about their motivation type and strategies in learning English.



RESEARCH VARIABLES

(source: Creswell, 2017)

The instrument used in this study is motivation questionnaire consisted of 20 items differences: 10 items for instrumental motivation and another 10 items for integrative motivation and Oxford's Strategy Inventory for Language Learning (SILL) questionnaire which consisted of 50 items. All items are constructed in the form of Likert-type response format which consisting of a 5-response scale corresponding. To reducing student confusion and preventing misunderstandings regarding each item and response scale, all questionnaires were translated into Bahasa Indonesian.

The data were analyzed by Pearson Correlation to correlate the motivation and learning strategy with the criteria r value 0.00-0.199 means that it has very low correlation, 0.20-0.399 means low correlation, 0.40- 0.599 means average correlation, 0.60-0.799 means strong correlation and 0.80-1.000 means very strong correlation. It is shown in the table below:

PEARSON CORRELATION CRITERIA

No	r Value	Interpretation
1.	0.00-0.199	Very Low
2.	0.20-0.399	Low
3.	0.40-0.599	Average
4.	0.60-0.799	Strong
5.	0.80-1.000	Very strong

(Adapted from Miftahuddin, et al., 2021)

C. RESULTS AND DISCUSSION

1. The Type of Motivation Implemented by English Learners

From the 48 learners participated, there were 16 respondents had high score in integrative motivation category, 31 respondents had high score in instrumental motivation category and only one respondent that had similar score. Moreover, the comparison of overall mean scores between two types of motivation instrumental and integrative indicated different significantly. The scores are shown below.

DESCRIPTIVE OF DIFFERENCE OF TYPE OF MOTIVATION

No	Type of Motivation	Number of Respondents	Mean	Min.	Max.	S.d
1.	Instrumental Motivation	48	76.21	60	86	6,04
2.	Integrative motivation	48	74.31	62	88	7.41

Table above describes that the mean score of instrumental motivation is higher than integrative motivation. Instrumental motivation has mean score of 76.21 while integrative motivation only has mean score of 74.31, thus, learners at university level have a stronger instrumental motivation to learn English than integrative motivation.

2. Language Learning Strategies Used by Learners

The profile of strategy use is reported based on the mean score of use, based on whether it was low (mean between 1.00 and 2.44), medium (mean between 2.45 and 3.44), and high (mean between 3.45 and 5.00). Referring to the table above, all

categories were used at a medium level of frequency, memory (3.64), affective (3.30), metacognitive (3.29), social (3.36), cognitive (3.24), and compensation (3.09). It can be seen in the table below:

FREQUENCY OF USE OF LEARNING STRATEGY CATEGORIES

No	Strategy Category	Mean	Min.	Max.	S.d	Frequency level	Rank of Use
1.	Memory Strategies	3.64	3.00	4.44	0.38	Medium	1
2.	Cognitive Strategies	3.24	2.50	4.14	0.41	Medium	4
3.	Compensation Strategies	3.09	2.50	4.00	0.43	Medium	6
4.	Metacognitive Strategies	3.29	2.00	4.11	0.62	Medium	2
5.	Affective Strategies	3.30	2.67	4.17	0.46	Medium	5
6.	Social Strategies	3.36	2.50	4.17	0.43	Medium	3

English learners at university level are reported to apply memory strategies most and compensation strategies least frequently. Memory strategies are use of mental as powerful tools to remember something, it represents simple principle, for example arranging things in order, making associations and reviewing. Besides, compensation strategies deal with learners' lack of knowledge which will help learner to overcome missing information.

3. The Difference in the Use of Learning Strategies by Learners with Instrumental motivation (n=31) and Integrative Motivation (n=16)

The correlation of motivation type (integrative and instrumental) on the use of language learning strategies is presented in the table below.

THE CORRELATION MOTIVATION ACROSS OF THE USE OF THE STRATEGIES DIFFERENT

No.	Strategy Category	Type of Motivation	Mean	s.d.	R	Interpretation
1.	Memory Strategy	Instrumental	75,56	7,18	0,31	Low
		Integrative	67,91	5,82	0,40	Average
2.	Cognitive Strategy	Instrumental	64,24	8,16	0,28	Low
		Integrative	66,42	7,33	0,24	Low
3.	Compensation Strategy	Instrumental	63,12	9,61	0,20	Low
		Integrative	59,37	6,03	0,30	Low
4.	Metacognitive Strategy	Instrumental	66,45	11,91	0,31	Low
		Integrative	65,27	13,96	0,42	Average
5.	Affective Strategy	Instrumental	66,13	9,04	0,21	Low
		Integrative	66,04	10,4	0,22	Low

6.	Social Strategy	Instrumental	68,92	9,48	0,30	Low
		Integrative	64,16	5,95	0,33	Low
7.	Overall strategies	Instrumental	67,32	4,54	0,56	Average
		Integrative	65,32	6,06	0,45	Average

The students instrumentally motivated were observed to use overall learning strategies with a *r* score of use of 0,56 (s.d= 4,54), while students integratively motivated were found to have a *r* score of use of 0,45 (s.d. =6,06). It suggested that there was an average correlation of use of overall learning strategies by those learning English with instrumental motivation and those with integrative motivation. Thus, the students with instrumental motivation use learning strategies more than that of the students with integrative motivation.

Further analysis of the correlation between integrative motivation in the use of the six categories revealed that two categories were an average correlation; memory and metacognitive strategies, and others are low correlation between integrative and instrumental and learning strategies; memory, metacognitive, affective, social, cognitive, and compensation strategies. In short, the students who have integrative and instrumental motivation showed significantly correlation between instrumental and integrative motivation and learning strategies used.

4. The Type of Motivation Implemented by English Learners

Every person realizes the importance of English and their motivation is different based on their interest (Fitriah & Kholis Amrullah, 2022). The result of this study indicated that English learners at university level had a stronger instrumental motivation to learn English than integrative motivation. The highlighted of this finding that English learners learn for career oriented, employment, social status, etc. it refers to the condition of them that they are college students which would like to pass their study and prepare their selves to face workplace and have career oriented.

This result is in line with Yee Chee Hong , Nurbaiti et al and Argayanti. They claimed that the university students are more instrumentally motivated because they concern getting good marks, especially in English, getting good job, their future career, making a person more knowledgeable, and applying for higher education (Hong & Ganapathy, 2017;Nurbaiti et al., 2023; Siahaan et al., 2022) . In contrast Syafrizal (2019) and Rahadiano et al., (2022) showed that students are integratively motivated for their successful in learning English and it happened in Senior high school level. This confirmation deals with the findings study that the majority of university learners were instrumentally motivated.

When someone has instrumental motivation, learning a language is done for more practical reasons, such as completing coursework requirements, applying for jobs, asking for a raise based on language proficiency, reading technical materials, translating, or rising in social standing. When learning a second language, instrumental motivation is frequently present. This means that there is little to no social integration of the learner into a target language-using community—in some cases, this is even desired (Siahaan et al., 2022).

Perception of purely practical benefits from learning the L2, such as expanding professional or business options, boosting status and power, gaining access to scientific and technical knowledge, or just finishing a course in school, is known as instrumental motivation. One person who recently completed college and is eager to obtain a solid career is an example. He would likely find a variety of opportunities to begin working, but there is one that is particularly suitable for him and will pay him exceptionally well, significantly improving his or her financial status. Nonetheless, he was seeking for someone with strong English skills, and that was one requirement to get the position. Gardner and MacIntyre (1991) considered instrumental as a means to get social and economic reward through language learning.

5. Language Learning Strategies Used by Learners

This study also revealed that the students are the moderate users of overall language learning strategies. It implies that learners of languages occasionally employ language acquisition techniques throughout their academic careers. The medium level application of language learning strategies is explained by the environment in which English is used in Indonesia: English is utilized as a Foreign Language (EFL), that is, English is not used as the primary language. Nevertheless, other variables may also affect the medium level of language learning methods, for example, the English teaching approach in Indonesian schools may cause students to become unaccustomed to utilizing language learning strategies during the learning process. The students may not really be aware that language learning strategies play important roles in developing their language skills, etc (Ardila et al., 2022).

Memory strategies are found as the strategies most frequently used. They fall into medium level meaning they are sometimes used by the students. The students like creating mental linkages, applying images and sound, reviewing well and employing actions for input and output. According to Balani that memory strategies have made it easier for learners to pick up new vocabulary and knowledge and has improved their retention and production since it allowed them to learn the language more quickly, efficiently, and independently (Balini & Jeyabalan, 2018). Memory-related techniques aid learners in making connections between vocabulary words and other foreign language concepts, which helps new information—typically vocabulary—stay in long-term memory. Making connections between the information that has been learnt, for example, and creating images to aid in the memory of new words as well as their pronunciation and writing. These tactics may involve moving the body, using sounds, pictures, or a combination of both (Oxford, 1990).

Meanwhile, Compensation strategies are the last rank of use in this study. Although it was also used at medium level, it has the last position in usage in learning English by EFL Learners at university level. Compensating strategies that help language learners use the new language for production or understanding in spite of knowledge gaps. But, there were students found difficulty in guessing the meaning. According to Pasumbu et al (2018) that students' lack of interest in reading English books or texts can be attributed to their vocabulary issues. Their limited vocabulary prevented them from accomplishing the goal of reading to extract information from the text. It was one of the factors why EFL learners did not

generally use this strategy. In contrast, Alireza found that although study participants frequently employed compensatory measures, some adjustments to their usage appeared to be relevant to the online communications of Net-Geners engaged in language acquisition tasks. Due to the wealth of information available and the emergence of blended and compound terms from new technologies, guessing strategies have a tendency to be employed more in online interactions and networking (Shakarami et al., 2017).

6. The Correlation the Use of Learning Strategies by Learners with Instrumental motivation and Integrative Motivation

Motivation has a great role in learning English. In order to encourage pupils to participate in academic activities, motivation is crucial. Determining the extent to which students will learn from the tasks they do or the material they are exposed to is also crucial. Higher order cognitive processes are used in the learning process by motivated learners (Filgona et al., 2020). Beside that in learning process students need learning strategies to achieve the learning goal.

Related to the correlation of integrative and instrumental motivation and the language learning strategies use, the study revealed that there was positive correlation, it shown that correlation between overall language strategies use for students who instrumentally motivated is higher than students integratively motivated. This result deals with al Ta'ani (2018) that the students had high level of motivation-both integrative and instrumental for learning English, but their instrumental motivation was slightly surpassed their integrative one in this study (Pérez-Navío et al., 2023). It also in line with Ishag (2021), he found that Sundanese students were more driven to learn English for practical purposes, that is they are more instrumentally motivated.

People who are instrumentally motivated engage in the following activities: learning English to achieve a good grade in school or college, learning English to become fluent in speaking English or to get a better job or a higher salary in the office, learning English to pass a school or college examination. In learning English, instrumental motivation focuses more on benefits and goals. As a result, while carrying out actions in learning English, instrumental motivation differs from integrative motivation from causes (Siahaan et al., 2022).

At the specific analysis for the six strategies, only two strategies that have average correlation that is memory strategies and metacognitive strategies. In addition, others strategies have low correlation. The finding revealed that the learners with integrative motivation tend to apply memory strategies and metacognitive strategies. Memory strategies are a method for improving recall, retrieving, and transferring knowledge required for language usage in the future. Through memorization, pupils are able to commit key knowledge they have learned to memory. These tactics assist the student in retrieving the material when it is needed for future usage (Hardan, 2013). While metacognitive strategies are applied to arrange and to plan the learning. Oxford states that metacognitive strategies make language more CAPE-able (Oxford, 1990).

D. CONCLUSION

The result of the present study concluded that English learners at university level had a stronger instrumental motivation to learn English than integrative motivation. The findings revealed Instrumental motivation has mean score of 76.21 while integrative motivation only has mean score of 74.31, it means English learners at university level are instrumentally motivated. Learning strategies were used at a medium level of frequency, memory ($M=3.64$), affective ($M=3.30$), metacognitive ($M=3.29$), social ($M=3.36$), cognitive ($M=3.24$), and compensation ($M=3.09$), that English learners applied memory strategies most and compensation strategies least frequently. And The students instrumentally motivated had r score of use of 0.56 ($s.d.=4.54$), while students integratively motivated had r score of use of 0.45 ($s.d.=6.06$). It had average correlation of use of overall learning strategies by those learning English with instrumental motivation and those with integrative motivation.

Considering that students are more driven by incentives other than intrinsic motivation, it is recommended that the lectures focus on educating the students about the significance of language learning tactics and how they might improve their chances of success. Students might receive strategy training to help them comprehend the value of language learning techniques and to prepare them for using them in educational activities. Furthermore, the choice of resources can be made in accordance with the circumstances of the student, who acquired English for objectives.

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