

ACCENTUATING THE ENHANCED ROLES OF INTEGRATIVE AND INSTRUMENTAL MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Abstract

A mass of studies has unfolded the accentuating role of motivation in promoting learning outcomes. However, those studies were focused on the quantified data exhibiting the significance of instrumental and integrative motivation without sufficiently delving into the impacts of these motivations. Thus, this study aimed to enhance the insights of the motivations' role based on the learners' perspectives. A qualitative approach was employed to examine the responses from 15 selected participants. Data was obtained from a one-on-one interview extracted from Gardner's Attitude/Motivation Test Battery (AMTB) and scrutinized using holistic and specifically focused analysis. The findings revealed that the two motivations aroused learning enjoyment, anxiety, earlier/regular exposures, and language habits. To some extent, integrative motivation promotes greater positive influences than instrumental motivation. Learners with integrative orientation were more regularly exposed to the language due to the internal desire to be directly engaged with the speaking group. Hence, they found learning more enjoyable and actively used it daily. In contrast, instrumentally motivated learners tended to be anxious as they were driven to attain external rewards and hardly enjoyed the learning process. They occasionally learned the language for a unique goal that lessened the language exposure. As a result, the integrative learners outperformed the instrumentally-oriented learners. However, the finding shows that both motivations should be synergized to expect better learning outcomes.

Keywords: *English learning, Integrative motivation, Instrumental motivation*

INTRODUCTION

Many studies attribute English learning success to motivation, which has been inquired as a growing interest over decades among researchers, underscoring its salient implication in language learning (e.g., Özden, 2018; Dincer & Yesilyurt, 2017; Alizadeh, 2016; Dörnyei, 2002). Motivation was captured as a predicting factor in learning strategies (Hariri et al., 2021), endorsing distinguishable outcomes (Azar & Tanggaraju, 2020; Smith & Loewen, 2018).

According to Dörnyei (2002), motivation amplifies one's enthusiasm, leading to commitment and persistence in accomplishing a goal. Highly motivated learners are encouraged to level up their language by exerting relevant learning activities. These traits heighten their potential to reach learning success. Studies by Hong and Ganapathy (2017) and Zanghar (2012) linearly postulated that highly motivated students tended to be high language achievers as they established specific countermeasures when facing such hindrances during the learning process.

Gardner and Lamber (1972) introduced the key motivation framework in socio-educational theory, which divides motivation into instrumental and integrative. These two motivations have been profoundly evidenced to play a decisive role in language learning achievement. Integratively motivated students tended to apply a close engagement with the language features such as actively interacting with the natives, enjoying movies or music, reading articles, integrating with the cultures, and the like (Gardner, 2010). In contrast, students with instrumental motivation were more likely determined by pragmatic outcomes such as dealing with tests, social and economic acknowledgment, career or study pursuance, and other pragmatic relates. (Mun, 2011; Gardner, 2010; Saville-Troike, 2006)

Studies exploring these two constructs against the learning outcomes have discovered profound findings with divergent results in promoting learners' successes. Some studies showed that integrative motivation is more determining in influencing language learning success than instrumental motivation (Sadik, 2021; Kamiluddin, 2019; Liu, 2007), while others revealed the contrary, that is, instrumental motivation outperformed integrative one (Siahaan et al., 2022; Shinta, 2012).

Those studies are, however, debatable. Motivation should be rigorously accounted for from one point of view; they instead depend on the geographical sphere. For example, research conducted by Svanes (1987) signified that American and European students were captured as being more integratively motivated than Middle Eastern students, and it showed that Asians were motivated instrumentally. She further explained that these data occurred due to the life forces of these two different oceans. Asians, for example, have a strong tendency to learn English for future career pursuits as the language serves as a foreign language. The study also revealed that both motivational types played equally significant roles in those countries; learners hiring either instrumental or integrative motivation have the potential to expect learning success.

In a similar reign, Chalak and Kassaian (2010) indicated in their paper that by knowing the mutually decisive roles of both motivations in promoting learning success, the learners could take advantage of both. A learner can be orientated integratively while pursuing external goals, or things could happen the other way around. Azar and Tanggaraju (2020) pointed out in their paper that both motivations have a barely distinguishable effect, meaning they should be mutually programmed to expect a more satisfying learning result. However, the investigation of

integrative motivation (Saragih & Subekti, 2023) and instrumental motivation (Saragih & Subekti, 2024) towards L2 speaking through the bivariate linear regression showed an insignificant correlation, which can be translated that motivation is not always associated with the learning outcomes. There must be external factors influencing the speaking skills, such as the learners' psychological condition during the performance, the language competence, the learning atmosphere, and the like. In other contexts, another study found significant predictive power of instrumental motivation on self-efficacy (Sinaga & Subekti, 2024).

In light of the above explanation, instrumental or integrative motivation is considerably salient in determining someone's perspectives towards English language learning, promoting a relatively equal result, either a success or failure story. This perspective encourages the researcher to inquire about a deeper comprehension of the motivation in English language learning served qualitatively. That being said, the current study aims to investigate the research inquiry of how these two motivations play their roles in influencing the learners' state during the learning processes.

METHOD

Research Design

This study deployed a qualitative approach using a one-on-one interview technique. The interview questions were generated from the long-deployed motivational orientation test, Gardner's Attitude/Motivation Test Battery (AMTB), established by Gardner and Lambert (1972). This instrument was designed in an open-ended question model to gather more holistic data about the participants' detailed conception of motivation's role in language learning based on the constructs of the two orientations, e.g., Instrumental and integrative motivation.

Participant

Fifteen participants were purposively selected based on their English level; low and high English achievers complied with their two-year valid TOEFL score. Each participant was given 15 minutes to respond, including an open discussion with the researcher. During the interview session, they were asked lists of questions and encouraged to express their answers without intervention.

Data Analysis

The data obtained was holistically accounted for through descriptive analysis, specifically focused analysis, to extract information following the study objectives.

FINDINGS AND DISCUSSION

General Views of Instrumental and Integrative Motivation

As indicated in the interview, all participants were motivated regardless of their English level; this occurs under variable interventions.

“I started to focus on improving my English since entering university; my major is English so I must be good at English,” said the Instrumentally Motivated participant

This data supports the natural wire of humankind that is the force to find a personal goal for life fulfillment. Berkman (2018) stated that human is designed to be goal-oriented under the influence of either internal or external implications. With this, Brown (2007), in his constructed theory of motivation, captured a congruent view that each individual possesses their respective motivation constructed based on some aspects, yielding to environmental, social, or cultural in which they are surrounded.

In this study, some participants reported being enticed to learn English to pursue practical objectives (instrumental motivation) such as enrolling in English tests for higher education pursuit, going abroad, expecting a better future career, or other pragmatic applications as the following caption.

“I believe I can reach my future career path with English; when I was in senior high school, I always dreamed of going abroad to study which became my first reason to start learning English,” said the participant.

Hudson (2000), Mao (2011), and Shinta (2012) congruently discovered the same ideas depicting Gardner and Lambert’s (1972) motivational theory, postulating that instrumental motivation is a force to achieve practical goals that are mainly inherited from the outside. According to Aleidin and Theresa (2015), this type of motivation in English language learning is essential, especially for those speaking the language as a foreign/second language; it can help the learners achieve a promising future path.

Some others, in contrast, revealed possessing integrative motivation. They were genuinely interested in English; they tended to speak it by indulging in the speaking community or extending their inquisitiveness to English works such as movies, literature, music, and others. Practically, they are fostered to understand the cultures associated with the language itself.

“My parents are English teachers, and they have introduced me to English since I was young, I have been interested in watching movies and listening to songs in English since then, not only that, I am practically more comfortable expressing my ideas in English than In Bahasa Indonesia,” said the participant.

These findings are linear, with a caption by Syafrizal and Maulina (2019) and Gholami et al. (2012) stating that integrative motivation means integrating oneself to become a part of the language’s culture or society. Similarly, Saville-Troike (2006) and Qashoa (2006) explained that learners with integrative motivation have the impulses to linger or to socialize with the language group to understand the ways of life of the native speakers.

Delving into this motivation type, this study highlighted that integratively motivated learners appeared to be more outperformed in English both in the score and their speaking fluency than the instrumentally motivated ones. Along with this data, the researcher further inspected by

scrutinizing the detailed evidence obtained from the interview as the following explanations.

Integrative learners were found to have been exposed to English since they were kids. Their parents introduced the English language through music or movies and set their dailies surrounded by the language, which built their interest in English. Simply put, they confirmed that they prefer to use English in expressing their ideas. Aside from the motivational influence, earlier exposure to English has been proven to play a central role in affecting second/foreign language competency; the way the language is learned is pretty much the same as the learning stages of the first language or the mother tongue. This accordingly makes the learners own the native-like ability. To verify this data, Samudro and Amin (2022) in their study of earlier language exposure for better language acquisition probed that children in their age could acquire multiple languages in an equal amount of time and competency which Saville-Troike (2006) furthermore termed this phenomenon as simultaneous multilingualism, that is, the ability to acquire more than one language at the same time during the early childhood. Also, the individuals exposed to the target language earlier, particularly in the critical period of language development (e.g., 2 years old) attain higher proficiency in the target language (Qureshi, 2021), and they performed better than those who were exposed to the language in the later age (Granena, 2012).

The above highlight can be linked to other potential promoting aspects to trigger greater language competence, that is, language habit. The present researcher suspected that having been adjusted to English since a young age and having spoken the language in day-to-day life, speaking competence can naturally escalate. This happens as the language has been habituated through regular repetition (Macknight, 2006). Habit, according to Covey (2004), is easy to form if it can offer joy. Resonating to the present study, most integratively motivated learners found themselves more contented while learning the language due to the veritable enticement that comes from within, which wires them to form the language habit.

On top of that, as mentioned, learners with integrative motivation are inclined to interact or build a possible relationship with the speaking community. This learning form offers them more opportunities to communicate with the group using the language. As a result, a more significant amount of language input is absorbed, improving language fluency, particularly in speaking. This argument can be enhanced by Jones (2006), who says that integrative motivation promotes a more powerful potential to achieve second/foreign language fluency as it generates a natural desire from one person to cultivate a long-lasting relationship with the speaking group. In a similar reign, Hernandez (2006) indicated in their paper that high speaking performance is associated with integrative or internal motivation due to the internal drive to participate in language groups through speaking. Dincer and Yesilyurt (2017) also verified the role of motivation in speaking ability. They argued that learners with internal drive were highly determined to be engaged with speaking class as they got happy and satisfied interacting with their peers using the language. This consequently uplifted their verbal ability. Integratively oriented learners tend to apply numerous learning methods, making them sound like native speakers (Finegan, 1999).

Another startling finding disclosed in this research is about enjoyment. The researcher inspected during the long-deep discussion that since integratively motivated learners possess an inherent tendency to learn English without external forces; they equip a learning environment full of joy. For example, a participant concealed that she did not purposively learn the language by conventional learning, such as trying to understand the grammar rules, but instead lingered

with the language on dailies. She shared that her prior intention to commit to learning English was due to her favorite singer; she wanted to know the singer's activities either the newly aired songs or any related TV programs. Beyond her consciousness, she had let herself be exposed to English through enjoyment and improved her English significantly.

“I have been falling in love with Beyoncé ever since I listened to her songs. I always follow her updates and watch almost all her shows on TV or YouTube,” said the participant.

Such a case has been profoundly investigated. For example, a study on the substantial impacts of integrative motivation on learning strategies by Dwinalida and Setiaji (2020) exhibited that learners with integrative motivation found English interesting to learn; they said that English was their favorite subject; this perception towards English made them happy to learn the language and wired to speak the language regularly. Moreover, Brown (1994) and Deci and Ryan (1985) confined that as integratively or intrinsically motivated learners are not devoted to external rewards, they are doubtlessly eager and interested in engaging with the learning process, which helps them get more attracted and pleased doing the learning activities. They are characterized as more delightful, self-determined, and enthusiastic learners with an uplifting frame of mind (Azar, 2020, p.326).

In addition, a theory of motivation established by Deci and Ryan (2002) covering three major components called amotivation, external, and internal motivation explains that the drives from internals are determined to behave to seek enjoyment and satisfaction while doing the relevant activities; in a language learning scheme, learners with these internal forces tend to be self-regulated focusing more on enjoying the learning process instead of the outcomes.

Based on this idea, integratively motivated learners appeared to enjoy learning as they are innately initiated to learn the language. They are driven to move independently without external pressure, not intentionally make a learning setting, but rather adapt the language in daily practice. Thus, having no external demands makes it easy to habituate the language. This is congruent with the habit formation introduced by Duhigg (2013) in his book. According to him, habit is formed by three components, the cue or trigger, behavior through action, and reward. In regards to the present idea, it can be induced that the integrative-orientated learners get cued by the internal interest towards the language, then makes them create actions to master the language, and finally, due to the genuine satisfaction they experience through the learning process, which is, in this case, called the reward, they stick it around to become part of them, which is the habit itself, the language habit.

Additionally, the researcher assumes that learners with integrative orientation appeared to adopt language acquisition instead of language learning. Language acquisition, according to Krashen's hypothesis (1998), is an unconscious process concerning the message/meaning conveyed through the natural interaction using the language, not the language's features such as grammatical form; also, the process is more likely “picking up” the language, not “knowing about” the language. Whereas, the data shows that the language adaption from the majority of integratively motivated learners is seemingly subconscious without being equipped with learning materials, but more likely directed to interact with the language such as talking to relatives, choosing readings in English, listening to English podcasts, watching movies, and being more comfortable

writing in English either sending messages via WhatsApp or journals.

This data supports the study by Mamajonova (2021) unfolding that due to being thoroughly fascinated by the social life and cultures of the speaking groups, integratively oriented learners tend to apply practical strategies such as watching English movies and listening to English songs. This leads them to gain timely-limitless exposure to the language through those platforms. The researcher, furthermore, said that these types of learners have the intention to draw themselves to the cultural features that inevitably make them act, behave, and sound like a native speaker; not only that, the participants in his study revealed that they often made close interaction with native speakers that could incline the acquisition process as the varieties of language inputs they obtain during the interactions increased their understanding of the language.

To support this data, a participant who has been engaging with English since elementary school explained that her brain is accustomed to thinking in English, so she prefers to use English in expressing her ideas. This also aligns with another participant who reported having integrative motivation; as he was first introduced to English by his parents, which since then built his interest in English, he speaks English more than Bahasa Indonesia at home, and his accent sounds like a native speaker. However, as he acquires English as his first language at home, he finds a lot of difficulties in understanding English grammar; surprisingly, he can speak the language with the magnificent English grammar but is relatively unable to write the language in grammatical order. He further shared his experience the first time he joined English class; his speaking declined due to being introduced to English grammar. He was confused and often paralyzed once he tried to think more about grammar. These captures can be explained by the behaviorism stimuli-response-reinforcement chain (Mart, 2013). For the above case, the participant was equipped with enough stimulus and response amid the times to adapt to a new language. Even though he had no idea at the first stage how a word or sentence is grammatically chained, he understood how they are used correctly from the feedback of his language mistakes. This occurred often until his language habit was formed.

On the opposite of the integrative motivation roles, the learners with instrumental motivation appeared to earn less English exposure; they learn the language occasionally under some particular external sources. This happens as the foundation of this motivation is a pragmatic base generated from their environmental necessities (Engin, 2009). Most data shows that the instrumentally motivated learners approved their moderate English ability, which can be indicated in their average scores and speaking performance.

For example, a participant who was acclaimed to be instrumental admitted that his English is not improving even though he has spent times for less than 5 years learning the language since high school, especially speaking. He learned English conventionally by memorizing words, understanding English grammar, and scarcely practicing the language. This finding supports the idea proposed by Mamajonova (2021) that students with instrumental motivation tended to emphasize passive skills, such as reading, listening, or understanding grammar, which declined their ability to actualize it into active practice, such as speaking or writing.

Another participant with the same orientation revealed that his English did not improve because he learned the language for specific purposes. Once the goal is achieved, he barely continues learning the language. Maulida (2022) and Mamajonova (2021) have also examined the same

issue in their thesis that the external reward can be promising to success but will be devastating at the same time once the goal is achieved, it is very potential for the learners to hold little or even no interest in sustaining the learning journey. This phenomenon in psychology is called the hedonic treadmill, also known as hedonic adaptation, that is humans' tendency never to feel satisfied once they have achieved their goals. The excitement of achieving something will fade away and return to the normal state (Brickman, 1971). Similar data was also deciphered in a study by Wang (1993) that learners with instrumental orientation could commit to contributing their time and energy to learn the language. Still, they were prone to get frustrated when faced with difficulties and, ultimately, discontinue the learning process.

Instrumental motivation, on the other hand, showed the contrary facts. The researcher found that most instrumentally motivated learners did not get along with the learning process as they were more enticed to seek external rewards. They deal with the anxieties of not being able to achieve their goals.

The former case was shared by one of the participants currently enrolling in a high institution under the requirement of meeting the English standardized score test. He started to learn the language by taking an intensive English course. After a month of class, he did not meet the required score and realized that his English showed no improvement. In the interview, he revealed that it happened because he was not present throughout the learning process; he was too anxious and overly thinking about the failures after the test. As a result, he found that he just focused on the result instead of the learning per se, which failed him in both the language and the result. Schicker in his distributed online article stated external motivation/instrumental motivation triggers pressures as this is originally not based on natural desires; psychologically, the chemical components called happy hormone, serotonin, and dopamine, in the brain are not produced well while working under loads. This condition consequently weakens cognitive skills such as creativity, memory, and learning. Likewise, regarding anxiety, Ariani (2017), in her study, exhibited that anxiety was significantly positively correlated with external motivation and showed a negative correlation with internal motivation. She found that goal-oriented individuals who focused more on achieving external rewards or recognition were more likely to experience anxiety and less satisfying mastery as they were captured as less mastery-goal-oriented. This finding is consistent with Simon (2010) and Lee et al. (2003), stating that externally motivated learners were more likely to adopt maladaptive behaviours, one of which was anxiety.

Due to the primary concern of achieving external rewards, they were restricted to English exposure in regular life; they lingered with the language only for special occasions, which, as a result, declined the potential to improve their English performance. Similar to this data, Zhao (2012), in investigating Chinese Students' motivation, found that the majority of the students hiring instrumental motivation had a limited opportunity to use the language daily; consequently, they were shown to learn the language for specific external purposes such as gaining good grades at school.

The Shifting Mode of Integrative and Instrumental Motivation

However, in addition to the above highlights, motivation is prone to shift. Being instrumentally motivated does not necessarily mean it is implausible to shift to integrative motivation or vice versa. According to the data interview, integratively motivated learners majorly agreed that En-

English is essential when facing a prospective career, especially living in Indonesia, where English is one of the mandates for school or work enrolment. For example, one of the participants with integrative motivation reported that even though he has mastered English since he was young and been able to speak the language, he has to join a TOEFL class to apply for a higher education institution; he revealed that it was not as easy as he thought, he still faced many obstacles to get to understand the use of English in terms of the grammatical circumstance.

“Even though I have been using English since I was young, I still enrolled in TOEFL class and I found it hard, it was not as easy as I thought. I was barely able to understand the English grammar,” said the participant.

Irrespectively, he somewhat shifted his prior view on English, perceiving that learning English should be taken from the internal forces and considered based on the pragmatic arousals. Along with this, the instrumentally motivated learners also disclosed a similar situation. Having been dealing with English, they subconsciously became interested in English during the conventional learning process; they found enjoyment and were finally less centered on achieving their goals. In detail, during the discussion in the interview, the researcher uncovered that two of the participants similarly delivered the same responses that they were no longer learning English for a specific purpose as the turning point of deciding to cultivate their English ability; they managed to be internally interested in the language despite their primary goal that is to apply for a future job. They reconstruct the learning strategies by not only practicing on an occasional basis but also the dailies.

“Actually, I started to learn English when I was a high school student mainly because of my teacher’s advice of the importance of English for my career; but later I found it interesting and managed to use it in my dailies,” said the participant

This shifting phenomenon has been unraveled in newly published research by Qizi (2022). He examined the motivational theory developed by Deci and Ryan on self-determination theory. According to this theory, motivation is divided into three elements, amotivation, extrinsic, and intrinsic. In his paper, he uncovered the change or shift in motivation from the selected participants. For the details, the participant used to have no motivation (amotivated) to learn English, but he later changed to be extrinsically motivated for practical purposes, in the end, changed his mind to perceive the language for joy. His paper showed that the shifting to extrinsic motivation at the first stage was due to the ideas coming from the participants’ surroundings regarding the fundamental necessities for a better life as living in a country perceiving the language as a foreign language. Then, the idea was changed to be intrinsic after finding joy and being internally inspired through escalated curiosities towards the language. To strengthen these findings, the changing or shifting phenomenon supports the concept by Ushioda and Dornyei (2012), underscoring that motivation is dynamic and prone to change or move as it happens to be the state of mind influenced by some factors one person experiences.

In summary, both motivations can be simultaneously hired based on the respective intervention a person experiences. As integrative and instrumental motivation have unique roles in affecting the language learning process despite the outcomes, synergizing them would be highly recommended to gain a more significantly satisfying result. Motivation should not be accounted for

by only perceiving the present condition and considering the easily adjustable aspects based on personal experiences. Some gain success by formerly hiring integrative motivation, then later changing to instrumentally motivated, while others find a good result when doing the reverse, from instrumental to integrative. Finally, one's motivation cannot be rigidly judged based on the current condition; it should be scrutinized from the first stage of the learning stories.

CONCLUSION

The findings underscored that integrative motivation determined greater success than instrumental motivation. It was mainly generated from the intentions of engaging with the language, either internal/natural desires (integrative motivation) or external drives (instrumental motivation). These two concepts of motivations resulted in various perspectives that affect learning strategies and outcomes, including enjoyment, anxiety, earlier/regular language exposures, and language habits. Integratively motivated learners appeared to be easily adaptable to the language, which made them outperform depicted in their English score and speaking ability. This finding is rooted in the perspectives toward the language, which most integrative learners tend to view as a platform to navigate and learn about the cross-cultural concept of the speaking community, including the lifestyle, arts, and other internal spheres. They tended to establish a close connection or interaction with the language group. Apparently, they adopted the language not through conventional learning but acquired the language through habit, hereafter called language habit. The natural engagement towards the language encourages satisfying and enjoying learning and gives no pressure from the external demands that result in learning sustainability.

Meanwhile, the instrumentally motivated learners tended to discontinue learning once the external goals were achieved. They engaged with the language only occasionally and barely practiced it in their dailies. Such a case occurs first and foremost due to the views on the language, primarily concerning achieving external rewards. They did not see language as something to live with; instead, it was only a requirement; once the target was achieved, their motivation faded away. They, in return, lack exposure due to the occasional learning. During the learning process, they were likely to experience anxiety. They could not focus on the material due to being afraid of failing to reach their goals. This further entails unenjoyment and dissatisfaction, leading to the relinquishing of learning. As for the final result, their language ability will only remain indifferent.

However, synergizing integrative and instrumental motivation would be highly recommended. Though it is undeniable that English determines a more promising life, focusing only on the external drive risks discontinuing the pursuit of improving the language. Thus, it should be accompanied by internal forces to sustain the expected learning outcomes.

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