



The Role of Instrumental Motivation among EFL Students in Language Learning Process

AUTHORS INFO

Nanda Aspuri

Universitas Syiah Kuala
nandaaspuri.mpben18@edu.unsyiah.ac.id
0823-7005-3014

Iskandar Abdul Samad

Universitas Syiah Kuala
iskandar.abdul.samad@unsyiah.ac.id
081260204944

Siti Sarah Fitriani

Universitas Syiah Kuala
ssfutriani@unsyiah.ac.id
0812-2008-4511

Nanda Marlina Abdul Samad

IAIN Zawiyah Cot Kala Langsa
nda.as19@yahoo.com
0823-6543-0231

ARTICLE INFO

o-ISSN:2502-6909

p-ISSN: 2502-9207

Vol. 4, No. 1, June 2019

URL: <http://dx.doi.org/10.31327/jee.v4i1.892>

Received	:	26 February 2019
Reviewed	:	27 February 2019
Accepted	:	31 May 2019

© Aspuri, et al. 2019 All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Aspuri, Samad, Fitriani, & Samad (2019) or (Aspuri, Samad, Fitriani, & Samad, 2019)

Bibliography:

Aspuri, N., Samad, I. A., Fitriani, S. S., & Samad, N. M. A. (2019). The Role of Instrumental Motivation among EFL Students in Language Learning Process. *Journal of English Education*, 4(1), 48-53. doi: <http://dx.doi.org/10.31327/jee.v4i1.892>

Abstract

The aim of this study was to find out the role of instrumental motivation in the English learning process of English as a Foreign Language (EFL) students. Motivation can be described as a process to influence someone or many people to do the desired work, in accordance with certain goals set in advance. For EFL student, motivation was required to achieve success in the process of learning English. Based on the previous study, kind of motivation, called Instrumental motivation, has an important role in English learning process. The participants of the study were 10 EFL students; 5 students were from post-graduate program of English Department of Syiah Kuala University and 5 students were from undergraduate program of English Department of UIN Ar-Raniry. This qualitative study applied interview to gather data. The result of the study revealed that the participants have a strong instrumental motivation involved in their English learning process. Considering the results of this study, everyone, whether parents and teachers need to motivate their children and their EFL students by motivating them instrumentally in the process of learning and teaching English.

Keywords: motivation, instrumental, EFL, learning process

A. Introduction

Every country has communication media that can facilitate a relationship between individuals. This communication tool we call language. English is the most important language in the world, where it is the first language in Great Britain. According to Crystall (2003), English is the global language where this international language recognized in many countries in this world and got its global status. The number of speakers spread throughout the world, both as the first language, second language or foreign language. English is the most important foreign language learned by most of people in Indonesia. Related to Khairani (2011) as cited in Alkarima (2019) stated that the role of English as the first foreign language in Indonesia. The term of English as foreign language in the field of teaching languages is different from the English as second language. Boulter (2007), EFL referred English as the language that is not used in a daily communication. Foreign languages are commonly taught as one of the subjects in the school with the aim of communicating and mastering the 4 basic language skills (listening, reading, writing, and speaking).

In general, there are many people define the word motivation as a will that causes someone to do an action in order to achieve a certain goal. According to Brown (2000), motivation is a choice taken by someone to get experience or goals, as well as various efforts made to achieve these goals. Similar with Uno (2010), motivation could be described as a process to influence someone or many people to do the desired work, in accordance with certain goals set in advance. This means that motivation could help ones to achieve their goals for example being able to communicate in English fluently, through their various efforts.

According to Brown (2007), motivation was divided into two types, intrinsic and extrinsic motivation. Intrinsic motivation is an encouragement in carrying out an activity without expecting clear rewards except activities, itself. Students are engaged in various activities for their own sake not because of outside influences. Whereas, extrinsic motivation is very different from intrinsic motivation, this kind of motivation arises because of the stimulus from outside appreciation in order to achieve certain goals such as passing an exam, getting a job and money, and gifts. The researchers believe that a combination of these two types of motivation help people to achieve their purposes. There is no consensus if one motivation is better than the other one, even though this argument is always open for the argument.

Meanwhile, Ellis (2006) divided motivation into several types, namely instrumental, integrative, resultative motivation. Firstly, Instrumental motivation is the type of motivation that students had in order to be able to pass an exam, get a better job, or pass a college entrance test. In other words, this motivation make students motivated in learning a foreign language (in term of English) because mastery of English will open up economic and educational opportunities that are very useful for their future. Secondly is Integrative Motivation. This motivation is encouraged students who learn English, not only interested in learning the language itself, but also interested in learning about people and cultures related to English. Lastly, resultative motivation. This is a motivation that is arises as a result of the achievements achieved by students because they have English skills. However, this motivation also arises as a result of language learning, where the students who are successful in learning English will be more motivated to learn more, but students can also be increasingly unmotivated, all depending on the consequences that arise in it.

From those explanations above, it can be seen that instrumental motivation is part of extrinsic motivation. This type of motivation is owned by students who want to master and do things in order to achieve certain goals that can benefit their lives (Brown, 2007).

The motivation plays an important role for the success of EFL students in learning English. One of the motivations discussed in the literature review is instrumental motivation. Aleidine J. M. and Theresa C. (2015) mentioned that instrumental motivation was very important for those who learn language , especially foreign language for their external advantages, take for instances for the purpose of obtaining a proper jobs. Some researchers revealed that EFL students in several countries were successful in mastering English because they had high instrumental motivation. Mao (2011) stated that English as a Foreign Language (EFL) students found that students had strong instrumental reasons for learning English; additional career oriented and learns English chiefly for line of work reasons.

Therefore, this study attempts to find out the role of instrumental motivation affected on EFL students in their language learning process.

There are several studies about the role and influence of instrumental motivation in the English learning process of English as Foreign Language (EFL) students in other countries where English used as a foreign language, as well as Indonesia. Al-Tamimi (2009) mentioned that from research conducted on students studying in petroleum schools in Yemen, students were more motivated by instrumental motivation in the process of learning English because of academic and work demands. The EFL students have great motivation in learning English in order to pass the English course examination and get a good career.

Shinta (2012) stated that another research conducted in Philippines and China, students in both countries have instrumental motivation in learning English. In Manila, Philippines, students learn English most of them in order to get a proper job. While in China, students are motivated to learn English just to be able to get a certificate of English lesson. So, it can be concluded that instrumental motivation has an important role for EFL students in learning English.

B. Methodology

This is a descriptive qualitative study. Qualitative is a study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization (Fraenkel & Wallen, 2009). This study focuses on the role of instrumental motivation of EFL students in English proficiency.

1. Data Collection

This study was conducted in two English Department of two selected universities in Banda Aceh, Syiah Kuala University and UIN Ar-Raniry University. The data were collected by conducting full English interviews, voice recording, and transcript.

2. Participant

The participants of the study were 10 English as Foreign Language (EFL) students, 5 students from post-graduate student of Syiah Kuala University and 5 students of English Department of UIN Ar-Raniry. All of the participants are the active speaker of English. The experiences of their success in the process of learning English were analyzed in order to know the role of instrumental of their English proficiency.

3. Data Analysis

The data analysis of interviews were transcribed and coded into two themes that focused on two topics. The first one was students' motivation in learning English in general. The second was Instrumental motivation role in English learning process of EFL students. The result of the interview was analyzed in narrative analysis. Where the data of interview of the study was analyzed in two divided topics that consisted of several questions. The first topic is students' motivation in learning English in general. The second is instrumental motivation role in English learning process of EFL students. In this part, the researcher analyzed the interview's data from the participants and divided into each topic. Then, the analysis was reported in narrative way.

C. Findings and Discussion

1. The Data Analysis of Interview

In this study, the researcher has interviewed the 10 participants of the two universities, Syiah Kuala University and UIN Ar-Raniry in order to find out the role of instrumental motivation involved in their success of learning English. Furthermore, the interview of the study was focused on two topics. The first topic was students' motivation in learning English in general. The second was instrumental motivation role in English learning process of EFL students. The researcher measured the effects of the role of instrumental motivation in the students' English learning process by analyzing the interview's transcript from the participants and parted into each topic:

a) Students' Motivation in Learning English in General

On this topic, researcher conducted structured interviews by distributing three questions in order to find out their basic motivation in learning English. (1) Why do you learn English? (2) What is your motivation in learning English? (3) What are your purposes in learning English?

According to the result of the interview session about this first topic, the researcher found that the reasons of the participants learned English for the first time were quite similar, where they interested in learning English because they were aware of the importance of English. Later, their first motivation in learning English was because they believe that by mastering English, their qualifications and competencies were also increased, where they will be able to get scholarships to study abroad, get a good job, and earn a lot of money. As shown in the transcript, the participants initially codes (S1-S10), S1 said:

*"I learn English because English is an international language where all information centers are based in English. Fortunately, I am **aware of the importance of English**. My motivation in learning English is to make it easier for me when I travel abroad. Besides that, I also want to get a scholarship abroad"*

Then, S2 continued:

*"I learned English is because the lesson was a compulsory lesson at my school. But over time, I realized that mastering **English was very important** for my future. There are my motivations in learning English. First, I want to study abroad by getting a scholarship. Then, I want to get a good job, nowadays, almost all of jobs require us to have 'soft-skills', one of which is able to master foreign languages, including English, as evidenced by a good score of English language proficiency tests such as TOEFL and IELTS."*

Similar with S3 and S4 mentioned:

"My biggest motivation in learning English is to make me easier in getting scholarship, where passing TOEFL test is my goal. Related to my answer before, the main purpose of me in learning English are to be able to communicate to the foreigner that I face in overseas and to get scholarships."

"I learn English from a very long time because I knew that English is the most important language all over the world. My very first motivations in learning English, because I really want to be a successful English teacher who can teach English in overseas just like my own sister."

S7 mentioned that she is decided to learn English in the very first time because she wants to be like someone. But, the focus is still about career oriented:

"I want to be like Telma (one of Spain red cross employers), she can speak English well. She told me, "If you want to be able get a job like me who can travel to other countries and get lots of money, you have to master English first." So, to become the person like her is my motivation in learning English."

From the result of the interview, the participants decided to learn English diligently, the reason was because they believe that by mastering this international language, they would obtain a better future. As cited from S1:

"I believe that by mastering English, someone will be able to change his life for the better life, including in financial terms. My purposes in learning English because I want to be like my teachers and lecturers who are successful and have a lot of money from mastering English."

Then, S2 and S5 continued:

"My goal in learning English is to get a better future. Where, as I said before, to get a good job, we must get a good qualifications and competencies, including by mastering English."

"Because of the motivation of getting money from my ability in English. Now, I already open and manage my own English course place."

From the interview result of the first topic, the EFL students of the two universities had the same motivation in learning English at the first time. Related to the students' answers, both of them had a strong instrumental motivation in learning English. According to Ellis (2008), instrumental motivation made students motivated to learn a foreign language (in term of English) because mastery of English will open up economic and educational opportunities that are very useful for their future. So, the researcher concluded that instrumental motivation has an important role in English learning process of EFL students at the first time.

b) Instrumental Motivation Role in English Learning Process of EFL Students

On this topic, the researcher had conducted interviews by distributed two last questions in order to find out the detail information about the instrumental motivation roles of the participants in English learning process. (1) Whether for you, passing an exam, getting a good job, earning money, and getting an award are your main goals in learning English? (2) How your motivation in learning English helps you in achieving all of your goals?

According to the result of the interview session about this topic, the researcher revealed that passing an exam, getting a good job, earning money, and getting an award were the participants main goals in learning English process. Furthermore, all of those motivations had an important role in helping them in achieving their goals. S1 said:

"Yes, that's totally right. It is very successful in helping me in achieving so many goals. When I was in high school, I learned English with motivation to pass the national exam in English with a high score, and it was successfully achieved. Furthermore, when I faced a college entrance, I was successfully selected as an English Department Student. At present, I am also an English teacher. I can achieve all that because I have a strong motivation in learning English."

Similarly, S2 conveyed:

"I personally believe that by having all of the motivation in me, I can reach so many targets in my life. In 2013, I can be chosen as an English education student of UIN Ar-Raniry, that's happen because of my high motivation in learning English. By having those motivations (pass the exam, get a job, and earn money) in my learning English process, I can achieve lots of targets of my life, easily."

Then, S6 and S8 stated:

"Of course. I always put all of the targets that you mentioned before when I want to achieve something. As an example, when I was in high school, I learned English routinely in order to get high scores."

"Yeah, when I was in school I always learn English in order to pass the exam. And now, I learn English in order to achieve my goal to become English lecturer just like my lecturer that I have mentioned before who can improve his financial better than before. Actually, my motivation in learning English really helps me in achieving my goal. Now, I work as an English teacher in one of junior high school in Banda Aceh."

According to S6, the participant strongly believed that her instrumental motivation (passing an exam, getting a good job, and earning money) really helpful for her in achieving her goals. As cited below:

"Yes. I think, learning English really benefits me in lots of aspects such as education, career, and relation. Becoming English teacher, passing the English examination in school and TOEFL with score more than 500, I think that's happen not instantly. But, it happens because I have great motivation in learning English."

Next, S9 and S10 agreed that their instrumental motivation really help them in achieving their goals in life:

"Definitely, yes. In my English study, I always want to get a high score in every single English subject. At the end of my study, in graduation day, I really want to be one of the best graduates (Cum laude), that's why I have to learn English harder than before. I learned so hard about the English materials given by my lecturers. At the end, I got high score in so many subjects in my study. It happens because I have such a great motivation."

S10 continued:

"Not all. But only getting a job and earning lots of money. Because of that motivation in me, I always practice English in my daily life. Time by time my English is getting better. Then, some organization and program trusting and asking me to become a guide for their foreigner guests. I think, it works!"

From all of the result above, the researcher concluded that the EFL students from Syiah Kuala University and UIN Ar-Raniry University had the same motivation in their process of learning English. Passing the exam, getting a job, and earning money in order to get a better future were their motivation in learning English at the first time until now. Therefore, the motivations that student had in order to be able to pass an examination get a better job, or pass

a college entrance test was the type of instrumental motivation (Ellis, 2008). As a result, it indicated that instrumental motivation had an important role in the English learning process of the two EFL students. They mentioned that by having this kind of motivation, they can achieve so many targets related to their English proficiency such as by achieving their ambition to become teacher, tour guide, entrepreneur, etc.

A. Conclusion

Instrumental motivation is owned by someone in learning something in order to benefit themselves. In this study, it is proven that this type of intrinsic motivation plays an important role in English learning process of EFL students. Both of the participants of the study from Syiah Kuala University and UIN Ar-Raniry University revealed that instrumental motivation really help them in achieving their goals such as pass the exam, get a good career, and earn lots of money in order to get a better future.

B. References

- Aleidine J. M. & Theresa C. (2015). *International Encyclopedia of the Social & Behavioral Sciences*, 2nd. USA: Elsevier Ltd.
- Alkarima, O. (2019). Kedudukan dan Peran Bahasa Indonesia dan Bahasa Inggris Dalam Ilmu Pengetahuan di Era Global. Retrieved from <https://osf.io/preprints/inarxiv/af5dt/>
- Al-Tamimi, A & Shuib, M. (2009). Motivation and Attitudes Towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology. *Gema Online Journal Language Studies*, 9(2), 29-55. Retrieved from <http://ejournal.ukm.my/gema/article/view/156>
- Boulter, C. (2007). *EFL and ESL Teacher Values and Integrated Use of Technology in Universities in the Asia-Pacific Region*. Brisbane: Queensland University of Technology.
- Brown, H. D. (2007). *Prinsip Pembelajaran dan Pengajaran Bahasa*. USA Embassy: Pearson Education, Inc.
- Brown, H. (2000). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Crookes, G. & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. *Language Learning*, Vol. 41, 469-512. doi: <https://doi.org/10.1111/j.1467-1770.1991.tb00690.x>
- Crystal, D. (2003). *English as a Global Language*. (2nd ed. First ed 1997). Cambridge: Cambridge University Press
- Ellis, R. (2006). *Second Language Acquisition*. New York: Oxford University Press.
- Fraenkel, J. R. & Norman E. W. (2009). *How to Design and Evaluate Research in Education*. New York. McGraw-Hill Companies
- Gardner, R. C., & Lambert, W. (1972). *Attitude and Motivation in second language learning*. MA: Newbury House
- Lukmani, Y. M. (1972). Motivation to learn and learning proficiency. *Language Learning*, Vol. 22, 261-273. doi: <https://doi.org/10.1111/j.1467-1770.1972.tb00087.x>
- Mao, Z. (2011). A Study on L2 Motivation and Applications in Reading Class in Senior High School. *Theory and Practice in Language Studies*, 1 (12), 1731-1739. Retrieved from <file:///C:/Users/user/Downloads/6089-13626-1-PB.pdf>
- Norris-Holt, J. (2001). Motivation as a Contributing Factor in Second Language Acquisition. *The Internet TESL Journal*. Retrieved from <http://iteslj.org/Articles/Norris-Motivation.html>
- Shinta, Q. (2012). Peran Motivasi Dalam Mempejari Bahasa Inggris. *Jurnal Teknologi Informasi dan Komunikasi*, 3 (1), 49-53. doi: <https://doi.org/10.1234/jtik.v3i1.71>
- Uno, H. B. (2010). *Teori Motivasi & Pengukurannya – Analisis di Bidang Pendidikan*, Jakarta: Penerbit Bumi Aksara.